



BEAUFORT AND LANGLEY SCHOOLS **SPECIAL EDUCATIONAL NEEDS POLICY**



Basic information about the School's Special Educational Provision

Beaufort and Langley Schools are two of 27 special schools in Birmingham, established to meet the needs of children who have an Education, Health and Care Plan. Beaufort's catchment is citywide; Langley's catchment area is primarily the north and east of the city although some pupils come from neighbouring authorities. Beaufort and Langley cater for primary aged pupils, two to eleven years of age with cognition and learning difficulties, encompassing moderate, severe, complex, profound and multiple learning difficulties. Many of the pupils also have additional learning needs including one or more of the following - autism, speech, language and communication, physical difficulties, a range of rare syndromes or genetic disorders and social, emotional and mental health needs.

The schools' provision in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the children as identified through their EHCP.

The schools are co-located with Colebourne and Coppice Primary Schools with the new environments meeting DDA regulations. Mobility needs can therefore be met.

Pupils are admitted to the school upon the recommendation and request of SENAR (Birmingham's Special Educational Needs Advice and Review). Funding from the authority reflects the provision designation for the school i.e. severe learning difficulties / cognition and learning, together with capacity designation (76 pupils for Beaufort, 120 pupils for Langley).

Assessment and Review

All pupils' needs are reviewed, at minimum, on an annual basis. These meetings are attended by parents, class teacher and a member of SLT and pupil where appropriate. Other professionals will be invited to the reviews on request of either the school or parents if it is felt necessary. The focus of the reviews is to discuss pupil progress, appropriateness and accuracy of the EHCP and the appropriateness of current provision.

Pupil progress is assessed against the Beaufort and Langley Progress Steps (academic), the Autism Education Trust progression framework (holistic) and the CLDD (Rochford Review recommended) engagement scales.

Progress relating to individual pupils main barriers to learning are also monitored and tracked through Individual Educational Plans (IEPs) which are reviewed and assessed on a termly basis and are linked to the annual targets set at Annual Review meetings.

Curriculum Entitlement

The schools have a strong tradition of curriculum development and the pupils are provided with an appropriate and dynamic educational programme. The rationale driving the curriculum is one of learning opportunities which provide the foundation for our pupils to become life long learners who will be active members in their community. The core of the curriculum is an emphasis on basic skills, PSHE & citizenship and communication, the foundation subjects providing breadth of experience and a vehicle for the delivery of essential skills.

The curriculum is delivered through the Early Years Foundation Stage Curriculum and the National Curriculum. Curriculum delivery is adapted according to the needs of pupil cohorts, for example, a Q:year17-18:policies

PMLD curriculum for those not engaged in subject-specific learning, and a semi-formal curriculum for those who are early or emerging subject-specific learners.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems of early identification of barriers to learning and participation.

Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through our work with co-located mainstream partners and opportunities beyond school (for example, football teams)

Procedures for concerns

If parents have concerns regarding the provision made to meet their child's special needs they are encouraged in the first instance to discuss the issue with the class teacher or the Senior Leadership Team. If they do not feel satisfied with the outcome they may take advantage of the governors' complaints procedure.

Parents / carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish

Staffing policies and partnership with external agencies

Professional development for staff:

The governing body has a Staff Development Policy which ensures that the needs of the school, as laid out in the School Development Plan, as well as individual professional needs are met. The long term well-being of the pupils is of paramount concern.

Links with other agencies and schools:

Langley believes that effective action on behalf of our pupils depends upon close co-operation between the school and other professionals. We work closely with agencies including Social Care, Educational Welfare, Educational Psychology Service and the Child Health Service. We also have links with several local and national voluntary organisations, which work on behalf of children with special educational needs.

Beaufort and Langley also have good working relationships with the other special schools in the city together with local mainstream schools. As a result, the transfer of pupils at the end of Key Stage 2, and where there is a need for a change in provision, is usually smooth and trouble-free.

Partnership with parents:

Beaufort and Langley strive to nurture relationships with parents/carers by frequent and appropriate communication. We have staff mentors who make home visits, ensuring good dialogue and a common understanding of the values of the school. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Monitoring and Evaluation of the Special Needs Policy

This policy will be reviewed by the governing body on an annual basis.

Reviewed March 2019

Q:year17-18:policies