

Staff responsible	Andy Taylor
Date of policy/last review	23/03/2022
Governing body ratified	04/05/2021
Chair of Governors	<i>Laura M Deitz</i>
Review cycle	1 year
Next review	23/03/2023

1. Purpose

1.1 The purpose of this policy is to state how Brent Knoll School meets the special needs of its pupils in addition to their social communication difficulties. All pupils have a Statement of Special Educational Needs or Education Health care Plan (EHCP), which sets out their needs and entitlement to having those needs met at the school.

2. Legislation and guidance

2.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Additional Special Educational Needs

3.1 In addition to social communication difficulties pupils at the school may have one or more, in any combination, of the following needs:

- Physical disability
- Visual impairment
- Hearing impairment
- Medical needs
- Challenging Behaviour
- Pupils using more than one language
- New arrivals in the UK

4. Rationale for Pupil Grouping

- 4.1 There are eighteen classes in the school. Six classes in the Lower Phase, one of which is designated for pupils in the EYFS. Six classes in the Middle Phase. Six Classes in the Upper Phase.
- 4.2 The EYFS class can accommodate six pupils of reception age. The class has one teacher supported by two learning support assistants.
- 4.3 In the Lower and Middle Phases, classes are not designated purely by specific year group as the size of each year group intake varies from year to year. Classes accommodate up to ten pupils dependent on the complexity of needs within the group. Each class has one teacher supported by two learning support assistants.
- 4.4 In the Upper Phase there are two classes of nine students per year group. Each class has a teacher supported by two learning support assistants.

5. How does the school meet the additional needs of its pupils?

To meet the diverse learning needs of class groups the following systems and structures are put into place to ensure that all pupils have equality of opportunity and access to the curriculum in order to make maximum progress and achievement.

5.1 Physical environment

Brent Knoll is a specialist school for children with autism. In addition, there is provision for children with social, communication and interaction difficulties who do not have a clinical diagnosis of autism but who would benefit from the strategies and interventions employed in meeting the needs of children with autism. The school architecture and design has been tailored to meet the special educational needs of this group of children. The school is sited over two floors on a sloping site, having an upper and lower level with flat access into each level and a lift between floors. ...to enable free movement of wheelchair users. There are disabled toilets sited throughout the building (including disabled toilets for adults/visitors). The building and site complies with the requirements of the Equalities Act 2010 (Accessibility Plan).

5.2 Curriculum Access

There are curriculum leads for all National Curriculum subjects, Personal, Social, Health and Education (PSHE) and Religious Education (RE). Staff have responsibility to ensure that each pupil has access to a broad, balanced, relevant and differentiated curriculum in their subject. Pupils are grouped in classes as indicated above to ensure that the curriculum and teaching approaches properly address their learning needs. In addition to this, pupils have access to a range of interventions on a referral basis. This is to maximise learning opportunities for pupils and to ensure focused teaching of Individual Education Plan (IEP) targets.

5.3 Provision to support the learning of pupils with a single or multiple Sensory Impairment

The school is supported by the Sensory Teachers Team who advise the school staff on the needs of pupils with visual impairment, hearing impairment and dual sensory impaired pupils and how to facilitate and maximise their access to the curriculum. These professionals cannot visit often and in order to maximise the benefit of their input their visits are timetabled in consultation with class teachers. Do we?

5.4 Provision to support the learning of pupils with medical needs or Physical Disability

The school has a team of health service professionals, known as the Multi-Disciplinary Team (MDT), who advise school staff on the needs of pupils and how to facilitate and maximise their access to the curriculum. These professionals are either based on site or visit the school on a regular basis. In order to maximise the benefit of their input visits are timetabled in consultation with class teachers.

- Speech & Language Therapy Service
- Occupational Therapy Service

- Physiotherapist
- Educational Psychologist
- School Nurse
- School Doctor
- Additional therapeutic service

Pupils' Statements or EHCPs identify their entitlement to input from health service professionals. Health service professionals work in collaboration with teaching and support staff. The MDT may support class teachers in IEP development and in the Annual Review process.

Regular MDT meetings are held to share information and strengthen partnership working within the school. School staff are trained and supervised by the team to support medical needs such as the administration of medicines and tube feeding.

5.5 Provision to support the learning of pupils with English as an additional language and New Arrivals in the UK

The school makes every effort to support families who are new to the country. For example, it will support and explain how to access appropriate support from social care or health services. The school accesses translation and interpreting services to enable smooth and accurate communication between home and school. It will also ensure that there are cultural references in the curriculum and its resources to make connections with the students' home lives.

5.6 Provision to support the learning of pupils who can present challenging behaviour

Some pupils have periods of time when they can present challenging behaviour. This reflects changes in their learning needs and their ability to access an appropriate curriculum. The class team will, in the first instance, modify the arrangements to support the pupil to learn within the classroom setting. They will complete a risk assessment and a behaviour management plan with the advice and support of the Senior Leadership Team. They may also seek advice and support from other professionals in school. This plan is shared with the whole staff at weekly meetings to ensure a consistent response in the school. The team may seek advice from the Educational Psychologist or the Clinical Psychologist to develop the plan by making a CAF referral with the support of the parents. If after seeking advice and making as much adjustment to the curriculum, teaching approach and staffing as possible the challenging behaviour is not improving an internal review should be held to see if other support from within school resources can be provided on a temporary basis. The Senior Leadership Team monitors the incidents through its weekly review of incident reports and will make recommendations. If the above interventions fail to make any impact on improving the pupil's behaviour or learning an emergency Annual Review is held involving all professionals and the family.