




Baytree School

SEND Policy

Mandatory/Non-Mandatory	Mandatory
Model Policy	
Annual/Bi-Annual	Annual
Date Ratified by FGB	16 th November 2022
Signed (Chair of Governing Board)	
Next Review Due	November 2023

SEND Policy

Our principles:

Baytree School is a learning community where:

- Our learners, their educational and personal development are at the heart of all that we do
- We strive for high quality in all areas of school life
- We support the individual nature of the exceptional needs of the young people who attend Baytree School
- We have a climate of support that values all members of the School Community
- The principle of equality of opportunities is embedded in the ethos of our school
- Our school supports the principle of inclusive practice

1. Special Educational Needs Provision

Baytree provides learners with a supportive, nurturing, safe, secure and stimulating environment in which their social, emotional, intellectual and health needs are met.

The School Community has worked together to develop The Baytree Vision. The object of this policy is to further clarify the approaches to be taken in fulfilling this vision.

Baytree is the North Somerset Authority maintained day special school that makes provision for learners from 3 –19 years who have severe, profound and multiple or complex learning difficulties.

It is recognised that our learners needs are complex and include a diverse range of healthcare and medical needs. As a consequence, a high staffing ratio is essential and relevant training is needed to ensure that:

- all educational needs as identified within Education, Health and Care Plans are met
- all learners access a curriculum that includes high expectations, is personalised and prepares for them for their next steps of learning
- health & safety is assured for all members of the school community

Some learners may also have additional sensory, physical, social or complex medical needs.

Baytree School is situated at The Campus with Herons' Moor Academy (an Academy primary school) community facilities and a Children's Centre. Baytree School has a number of special facilities to enable the delivery of a therapeutic curriculum alongside the appropriate statutory curriculum. These include a hydrotherapy pool, sensory processing den, sensory room, specialist ICT equipment, adapted changing facilities to support personal care, suitable minibuses, and accessible outdoor play equipment.

2. Assessment and Provision

Resources are allocated across the school in direct relationship to the individual needs of the learners; the largest resource is staffing. All classes have a qualified teacher and a minimum of 3 teaching / learning support assistants. This staffing is increased according to the complexity of needs in any one class. In the very few instances where the LA provides additional resources for a specific learner and these are used directly to support the education of that learner within the constraints of the available funding. Specific resources may be allocated to meet the needs of

different groups of learners e.g. a sensory assistant, a communication assistant and music therapy provision for those with the highest level of need.

In order to meet the complex medical needs of our learners Baytree School has a health care lead who leads a team of health care assistants. Where necessary trained health care assistants may be allocated 1:1 to learners and are joint funded ~~by the Clinical Commissioning Group~~.

All learners have an Educational Health Care Plan (EHCP) prepared by the LA. An Annual Review of the EHCP is carried out for each learner. Further details are available in the Assessment Recording and Reporting Policy. An Annual (End of Year) report is also prepared and discussed with parents at a parents evening.

All learners have access to a broad and balanced curriculum based on their next steps of learning, which is achieved through the use of adapted schemes of work prepared by school staff. These schemes ensure continuity and progression through the subjects at a relevant level. The schemes of work are taught using specialist methodologies and within the context of a total communication approach. Learners' timetables are individually adapted and supplemented through the use of therapeutic curriculum activities and/or further modified schemes of work.

A positive pro-active approach is maintained at all times in the support of learners' behaviour so that they can achieve maximum access to the curriculum. Further information is available in the Behaviour Teaching and Learning Policy.

The Governing Body has access to a range of information through which it can monitor the success of the education provided at the school and agreed priorities for development. Performance information is prepared annually and, where possible, compared with nationally available data. Targets for the performance of learners are prepared following close consultation between the Headteacher and staff teaching those learners. Progress towards these targets is carefully monitored and appropriate teaching strategies identified.

The Governing Body receives regular reports from the Headteacher on the provision made within school and on progress in all curriculum areas. This enables the Governing Body to fulfil its primary function of evaluating the quality of education received by learners and to provide support and challenge in this regard. The Governing Body also receives regular reports on other aspects of the school's work e.g. the impact of staff development activities.

Parents are regularly asked to comment on various aspects of the school's provision through questionnaires as part of the School Improvement Planning process. If a complaint cannot be resolved with the class teacher, then the complaint by parents must be addressed in the first instance to the Headteacher (See Complaints Policy).

3. Staffing and Partnerships beyond the school

The Governing Body is committed to providing in-service training for ALL staff employed at the school. The purpose of this training is to improve the skills and expertise available to meet the needs of the pupils for whom the school makes provision. Further information is available in the Performance Management, Continuing Professional Development Policy.

The school has specific expertise in the education of learners with learning disabilities. It continues to develop this by working closely with colleagues in other special schools within North Somerset and further afield. Where learners have sensory impairments school staff are supported by teachers with specific qualifications in Visual, Auditory or Multi-sensory Impairment as appropriate. A variety of professionals including educational psychologist, sensory OT, CAHMS, learning

disability nurse etc may be contacted to work closely with the school particularly where additional advice outside the school's own resources is required

The school is committed to working in close partnership with the parents of its learners. The parameters of this partnership are described in the home/school agreement. The Governing Body includes three parent representatives.

An extensive network of links with other schools supports the provision made at Baytree. There are planned opportunities for learners in all age groups to attend sessions in local mainstream schools if this is appropriate to their needs and abilities.

There is daily integration that takes place with Herons' Moor Academy. There may be learner who have a split placement with various other schools as befits their needs. Links are also arranged on an individual basis with other schools as appropriate. For learners from the age of 16 close links are maintained with the supported transition link course programme at the local FE College, i.e. Weston College.

Health authority colleagues working with the school are an essential part of the provision made by the school. The roles of the school nurse team, physiotherapist and speech and language therapists are described in the School Prospectus. A range of other professionals support the school's provision for the learners. These include the Community Team for People with Learning Disabilities, consultant paediatrician, occupational therapists, audiologist, orthotist, orthoptist, wheelchair service, dietician, community specialist nurses and school dentist.

The primary link with Social Care is with the Disabled Children's Team based in Weston-Super-Mare. Members of this team are routinely invited to annual reviews and may be involved in specific work with individual families. Representatives from local respite provisions may also be involved in reviews and discussions related to individual pupils. Contacts may also arise with the Child Care teams in relation to Child Protection procedures.

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