BCUS SEND STATEMENT

(to be read in conjunction with Local Authority Core Offer – not available at time of writing)

*The schools within the BCUS cluster are inclusive with each school offering a range of interventions for children and young people. These will differ according to our different age groups but the underlying principle will be the same.*

*Some interventions may be offered to all children and some may only apply to children with more complex needs.*

*The well-being of every child is a key priority for all BCUS schools. All staff are trained to provide a high standard of pastoral support. Members of staff are readily* *available for children who wish to discuss issues and concerns.*

*Relevant staff have paediatric training and we each have a medical needs policy in place.*

All SEN provision is overseen by the Senior Leadership Team in school and is co-ordinated by the SENCO. The SLT monitor, review and evaluate all SEN provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and SEN funding, core blocks and Funding for Inclusion is being spent.

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear IEP’s are put in place and reviewed termly with evidence gathered of impact of interventions used. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Children need to be involved in setting their personal targets and reviewing their progress alongside teachers and support staff. Parents are vital partners in the child’s journey through school and are invited to attend review meetings yearly of their child’s progress and encouraged to engage in supporting learning.

An appropriate and accessible learning environment is provided within the school.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN e.g. speech and language, autism and working with children with hearing difficulties.

Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, Occupational Health Service, DAHIT; local authority services e.g. educational psychologists, Jigsaw, complex needs service.

The schools policies available on the website, reflect the school’s commitment to inclusion, safety and well-being of inclusion.

SEN and inclusion policy.

Behaviour policy