



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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# **SEN Policy**

## **Baskerville School**

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### **BASKERVILLE SCHOOL - SPECIAL EDUCATIONAL NEEDS POLICY**

**Date reviewed:** September 2025

**Next review:** September 2026

**BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS**  
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## VISION STATEMENT

To provide outstanding educational provision, with students achieving exceptional academic and social outcomes through a person-centred, inclusive approach that recognises and celebrates the unique strengths and needs of every individual.

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## RATIONALE

All students at Baskerville School have special educational needs, primarily resulting from their autistic spectrum condition, which either prevent or hinder them from making use of educational facilities of a kind provided for most children of the same age in mainstream schools within Birmingham. Many students also have significantly greater difficulty in learning than the majority of children of the same age, with some having additional special needs arising from co-occurring conditions.

Formal assessment procedures, including meaningful involvement of parents and young people themselves, have resulted in special educational provision at Baskerville School being identified as appropriate to meet individual needs.

Admission to the school follows a statutory assessment process through Birmingham Local Authority (see Admissions Policy), ensuring compliance with the Children and Families Act 2014 and associated regulations.

All students at the school have an Education, Health and Care Plan (EHCP), replacing previous statements of special educational needs under the Children and Families Act 2014. The appropriateness of their placement is considered as part of the statutory annual review process.

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## LEGISLATIVE FRAMEWORK

This policy is developed in accordance with:

- **Children and Families Act 2014** - providing the statutory basis for the system for identifying children and young people (age 0-25) in England with special educational needs
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)** - providing statutory guidance on duties, policies and procedures
- **Equality Act 2010** - recognising autism as a disability and prohibiting discrimination

- **The Special Educational Needs and Disability Regulations 2014**
  - **The Special Educational Needs (Personal Budgets) Regulations 2014**
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## **AIMS**

To ensure that:

- All students receive their entitlement to a broad, balanced, relevant and differentiated curriculum, including full access to the National Curriculum appropriate to their individual needs and abilities
  - All provision is person-centred, keeping each child or young person's goals and aspirations at the centre of all support and planning
  - All Education, Health and Care Plans are reviewed annually in accordance with statutory requirements
  - All students have an Individual Learning Plan that reflects their EHCP outcomes and is regularly reviewed and updated
  - High quality teaching, appropriately differentiated, is recognised as the first step in responding to SEND, with additional intervention building upon this foundation
  - All staff share responsibility for identifying, assessing and meeting individual students' needs through collaborative planning and implementation
  - Education, health and social care agencies work together in integrated practices for identification, assessment and planning
  - The school maximises use of specialist support services and maintains effective multi-agency partnerships
  - Students and families are meaningfully involved in all decision-making processes affecting them
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## **OBJECTIVES**

**Curriculum and Teaching:** • Providing a broad, balanced, relevant and differentiated curriculum that meets individual learning styles and needs • Ensuring all curriculum planning considers accessibility and reasonable adjustments for autistic learners • Implementing evidence-based autism-specific approaches and interventions • Recording and celebrating progress across all areas of development, academic, social, emotional and life skills • Developing independence and preparation for adulthood through targeted transition planning

**Assessment and Planning:** • Conducting person-centred annual reviews for all students' EHCPs • Maintaining up-to-date Individual Learning Plans with specific, measurable outcomes • Using ongoing assessment to inform teaching and adapt provision • Ensuring all staff understand each student's specific needs, strengths and preferred communication methods

**Environment and Support:** • Creating a sensory-appropriate, autism-friendly learning environment • Providing specialist resources, assistive technology and communication aids as identified • Implementing positive behaviour support strategies that recognise autism-related behaviours • Making reasonable adjustments to policies, practices and physical environment to prevent discrimination

**Partnership Working:** • Enhancing relationships between home, school and residential settings • Involving Speech and Language Therapists, Occupational Therapists and other specialists in curriculum planning and delivery • Accessing psychological, medical, behaviour support and social care services as required • Supporting families to understand their rights and access appropriate services

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## **ACHIEVING OUR OBJECTIVES**

**Inclusive Practice:** • All curriculum planning documents explicitly address differentiation and accessibility for students with autism • Developing autism-specific teaching strategies including visual supports, structured approaches and individualised communication methods • Implementing reasonable adjustments to teaching methods, assessment arrangements and school policies • Creating predictable routines and clear expectations while building flexibility skills

**Assessment and Monitoring:** • Using curriculum-based assessment to identify achievement and areas for development • Employing autism-specific assessment tools to understand individual profiles • Regular data collection on progress towards EHCP outcomes • Celebrating achievements at all levels and recognising different forms of progress

**Supportive Environment:** • Maintaining an atmosphere of acceptance, respect and high expectations for all students • Ensuring physical accessibility and sensory-appropriate environments • Providing quiet spaces and sensory breaks as needed • Building self-confidence, self-advocacy skills and emotional resilience

**Professional Development:** • Ensuring all staff receive autism-specific training and ongoing professional development • Accessing specialist advice and training from multidisciplinary teams • Sharing expertise and best practice within and beyond the school community • Supporting staff wellbeing and preventing burnout through appropriate workload management

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## ANNUAL REVIEW PROCESS

A comprehensive programme of annual reviews is arranged for all students in accordance with statutory requirements under the Children and Families Act 2014.

**Attendance and Participation:** • Students are supported to participate meaningfully in their reviews, with advocacy support provided as needed • Parents/carers are full partners in the process and receive comprehensive information about the purpose and process • Residential social workers and relevant professionals are invited to contribute • Educational psychologists participate when changes to provision are being considered • Careers advisers attend all transition-focused reviews • Representatives from Social Services and the Local Authority attend as appropriate

**Review Management:** • Reviews are chaired by the Assistant Head (Pastoral) or designated senior leader • Documentation follows SENAR recommended formats and timescales • Outcomes from reviews inform Individual Learning Plans and future provision planning • Copies of documentation are maintained securely and shared appropriately with all relevant parties

**Preparing for Adulthood:** • All reviews from Year 9 onwards include specific preparation for adulthood planning • Post-16 and adult service providers are involved in transition planning from Year 11 • Individual transition plans address education, employment, independent living and community participation

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## ROLES AND RESPONSIBILITIES

**Special Educational Needs Coordinator (SENCO):** The SENCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Monitoring provision and progress for all students
- Coordinating assessment, planning and review processes
- Liaising with external agencies and specialists
- Supporting staff development and providing guidance on SEND matters
- Maintaining accurate records and ensuring statutory compliance

**Special Educational Needs Governor:** The designated governor has responsibility for:

- Monitoring the implementation of the SEND policy
- Ensuring statutory duties are fulfilled
- Supporting the school's commitment to inclusive practice
- Reporting to the governing body on SEND provision and outcomes

**All Staff:** Every member of staff has responsibility for:

- Understanding and implementing reasonable adjustments
- Contributing to assessment and planning processes
- Supporting positive behaviour and emotional wellbeing
- Maintaining high expectations and celebrating achievements
- Working collaboratively with colleagues, families and external partners

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## RESOURCES AND APPROACHES

**Autism-Specific Interventions:** The school employs evidence-based approaches including: • Structured teaching methods (TEACCH approach) • Visual communication systems including PECS (Picture Exchange Communication System) • Social communication and interaction programmes • Sensory integration strategies • Positive behaviour support frameworks

**Resource Allocation:** • Individual resource allocations are determined through comprehensive assessment of need • Additional specialist provision is funded through the school's SEND budget and EHCP funding • Resources are reviewed annually through the EHCP review process • Reasonable adjustments are implemented to ensure equal access and participation

**Technology and Equipment:** • Assistive technology supports communication, learning and independence • Sensory equipment addresses individual sensory processing needs • ICT resources enhance engagement and skill development • Regular review ensures technology remains current and effective

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## SUPPORTING POSITIVE BEHAVIOUR

The school recognises that behaviour that challenges may be a form of communication or result from unmet needs related to autism. Our approach includes:

- Positive behaviour support plans developed collaboratively with families and professionals
- Proactive strategies to prevent behavioural crises through environmental modification
- Teaching alternative communication and coping strategies
- Ensuring that exclusions are only used as a last resort and that reasonable adjustments have been made prior to any exclusion decisions
- Staff training in de-escalation techniques and trauma-informed practice

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## EQUALITY AND NON-DISCRIMINATION

Under the Equality Act 2010, the school is committed to eliminating discrimination, harassment and victimisation, and to promoting equality of opportunity. This includes:

- Making reasonable adjustments to policies, practices and physical features
- Ensuring equal access to all educational opportunities and activities
- Not excluding students for behaviour related to their disability without having first made appropriate reasonable adjustments
- Providing auxiliary aids and services to support participation
- Regularly reviewing policies to ensure they do not inadvertently discriminate

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## COMPLAINTS AND CONCERNS PROCEDURE

**Informal Resolution:** If parents or carers have concerns, they are encouraged to discuss these initially with:

1. The class teacher or key worker
2. The Assistant Head (Pastoral)
3. The Head Teacher

**Formal Complaints:** If concerns cannot be resolved informally:

1. Written complaints should be submitted to the Chair of Governors
2. A complaints panel will be convened to investigate the matter
3. Parents will receive a written response with findings and any proposed actions

**External Support:** • The Equality and Advisory Support Service (EASS) provides free guidance on discrimination issues • Local Authority SEND team can provide advice and mediation • Independent supporters are available to help families through formal processes • SEND tribunals can hear appeals about EHCP decisions and discrimination claims

**Legal Rights:** Parents can take legal action through SEND tribunals or courts if discrimination complaints remain unresolved, and specialist SEND advocacy charities can provide support throughout these processes.

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## MONITORING AND EVALUATION

This policy will be monitored through:

• Regular review of student progress data and outcomes • Annual stakeholder feedback from students, families and staff • External quality assurance including local authority monitoring • Regular review of exclusion data and behaviour support effectiveness • Annual review of reasonable adjustments and their effectiveness

**Policy Review:** • This policy is reviewed annually by the school leadership team • The governing body formally approves updates and amendments • Stakeholder consultation informs policy development • Changes in legislation or guidance trigger interim reviews as necessary

*This policy reflects our commitment to providing outstanding education for all students while meeting our legal obligations under current SEND legislation and equality law. It will be reviewed annually to ensure it remains current with legal requirements and best practice.*

**Policy**                      **Approved:**                      September                      2025

**Chair**                      **of**                      **Governors:**                      [Signature]

**Head**                      **Teacher:**                      [Signature]

**Next Review Date:** September 2026