



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

BEHAVIOUR POLICY

Review Date: August 2025

Next Review: August 2026

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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Baskerville School Behavioural Policy

In accordance with current UK SEND legislation - August 2025

Statutory Framework

This policy operates under the current statutory framework:

Primary Legislation:

- Children and Families Act 2014 (Part 3) - Special Educational Needs and Disabilities

Statutory Guidance:

- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)

Current Regulations:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024

Our Vision

At Baskerville School, we work together to create a place where every student can grow, learn to do things on their own, and reach their goals. We celebrate what makes each person unique while helping them learn to communicate, make friends, and develop life skills. Through our teaching, therapy support, and working with families, we help students become confident people who are ready for their future.

Our Provision

Baskerville School provides specialist education for students with complex learning needs. We serve students diagnosed with Autism Spectrum Conditions and those with additional multiple and complex difficulties, including developmental delay, who experience significant barriers to communication and learning.

Our provision is designed to deliver education, health and care support through an integrated approach as required by the Children and Families Act 2014.

Statutory Requirements for Admission

Legal Prerequisites

Under the Children and Families Act 2014, students must have:

- **Education, Health and Care Plan (EHCP):** A statutory plan identifying special educational needs requiring provision that cannot be reasonably provided within normal school resources

- **Age Range:** Students aged 0-25 years (our department serves Years 7-12)
- **Local Authority Assessment:** Following the statutory EHC needs assessment process

Referral Process

Under current regulations, all referrals must:

- Come through the local authority SEND team
- Include a maintained EHCP with specified outcomes
- Demonstrate that mainstream provision cannot meet the student's needs
- Show compatibility with our registered provision and existing cohort

Limitations

We cannot accommodate students whose needs would compromise the safety and education of others, including those requiring:

- Intensive one-to-one medical supervision
- Specialist mental health crisis intervention
- Constant behavioural management due to frequent aggressive incidents

Statutory Duties and Compliance

Local Authority Duties

Under Section 42 of the Children and Families Act 2014, the local authority has a duty to secure special educational provision and health care provision in accordance with the EHC Plan.

School Duties

Under Section 43, schools named in an EHC plan have a duty to admit the child or young person.

Our school complies with this duty by:

- Admitting students where we are named as the appropriate provision
- Delivering education in accordance with EHCP outcomes
- Participating in statutory annual reviews
- Working in partnership with health and social care services

Funding Arrangements

Statutory Funding Framework

Funding is provided through the local authority's high needs funding arrangements, with personal budgets available where appropriate.

Current Arrangements:

- High needs funding allocated by the local authority
- Exceptional needs supplement of approximately £18,000 per student annually
- Additional funding must be confirmed in writing before admission
- Personal budgets may be available to give families more control over specific funding elements

Assessment and Admission Process

Pre-Admission Assessment (4-6 weeks)

Under the SEND Code of Practice, schools must make arrangements to support pupils at SEN support and those with EHC plans.

Our assessment includes:

- **EHCP Review:** Comprehensive analysis of all outcomes and provision specified
- **Multi-agency Consultation:** Working with education, health and social care professionals as required by the integrated approach
- **Student and Family Engagement:** Involving families in discussions and decisions as required by the Act
- **Environmental Assessment:** Determining necessary adjustments and support

Professional Requirements

All Special Educational Needs Coordinators (SENCOs) must hold the National Professional Qualification for Special Educational Needs Co-ordinators as required by the 2024 Amendment Regulations.

Educational Provision

Statutory Requirements

Under current regulations, we must:

- Deliver education in accordance with EHCP outcomes
- Make reasonable adjustments for students with disabilities
- Provide appropriate curriculum access
- Maintain high expectations for all students

Integration Programme (4 weeks minimum)

Phase 1: Gradual Introduction

- Carefully planned transition based on individual needs
- Incremental increase in attendance time
- Continuous monitoring and adjustment

Phase 2: Full Integration

- Personalized approach to meeting children's needs within our specialist setting
- Access to age-appropriate curriculum where beneficial
- Preparation for post-16 transitions

Mandatory Support Plans

Every student receives:

- **Risk Assessment:** Following current safeguarding requirements
- **Individual Education Plan:** Linked directly to EHCP outcomes
- **Communication Support Plan:** Developed with qualified Speech and Language Therapist
- **Behaviour Support Plan:** Positive approaches to emotional regulation
- **Health Care Plan:** Where medical needs are specified in the EHCP

Statutory Reviews and Monitoring

Annual Review Process

Under the Children and Families Act 2014, we participate fully in:

- Statutory annual reviews of all EHCPs
- Progress monitoring against specified outcomes
- Multi-agency review meetings

- Transition planning as students approach adulthood

Quality Assurance

- **Ofsted Compliance:** Meeting inspection requirements for SEND provision
- **Local Authority Monitoring:** Participating in quality assurance visits
- **Data Collection:** Contributing to statutory data returns
- **Professional Standards:** Ensuring all staff meet SEND Code of Practice requirements

Information and Accountability

Local Offer Compliance

Under the Children and Families Act 2014, information about our provision is published through the local authority's Local Offer website.

School Information Report

We publish and maintain an updated SEN Information Report on our website as required by current regulations, including:

- Our approach to teaching students with SEND
- How we identify and assess special educational needs
- Arrangements for consulting with parents
- How we involve students in their education and care
- Details of support available and how it is accessed

Multi-Agency Working

Statutory Partnerships

The Act requires integrated practices in identification, assessment, and planning between education, health and social care services.

We work with:

- **Local Authority SEND Teams:** Ongoing liaison and joint planning
- **Health Services:** Speech and language therapy, occupational therapy, mental health services
- **Social Care:** Where students have social care needs identified in their EHCP

- **Family Services:** Supporting parent carers and providing information and advice

Student and Parent Rights

Statutory Entitlements

Under current legislation, students and families have rights to:

- **Participation:** Involvement in all decisions about their education and care
- **Information:** Clear information about provision and support available
- **Personal Budgets:** Where funding allows and is appropriate
- **Appeal Rights:** Access to mediation and tribunal processes
- **Preparation for Adulthood:** Support continuing to age 25 where appropriate

Dispute Resolution

Parents have access to:

- Independent advice and support services
- Mediation services before tribunal proceedings
- First-tier Tribunal (SEND) for appeals
- Local authority complaints procedures

Contact Information

For Referrals: All applications must be made through your local authority SEND team in accordance with statutory procedures.

For Information: Details of our SEND provision are available through the local authority Local Offer and our School Information Report.

This policy complies with all current statutory requirements and will be updated to reflect any changes in legislation or statutory guidance.

Next review: August 2026 or following any legislative changes

