



Policy Focus	Special Education Needs & Disability Policy (SEND)
Policy Date & Version	30th July 2017 v7
Date Directors Approved	19th March 2019
Review Date(s)	March 2020
Owner/Lead	Executive Principal & HoMDS

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25years (January 2015). It has been written with reference to the following documents and guidance: Equality Act 2010: Advice for schools (DFE, Feb. 2013), SEND Code of Practice 0-25 years (DFE, Jan. 2015), The SEN and Disability Regulations (2014), Statutory Guidance on Supporting Pupils at School with Medical Conditions (DFE, June 2014), The National Curriculum in England: Framework for KS1 and KS2 (July 2014) Teachers' Standards, School SEND Information Report and Safeguarding Policy

1. Aims

Our school motto is, "To be the best we can be". We aim to provide an environment where every person is recognised for their individuality and is helped to develop their strengths while any barriers to learning are identified and removed. We aim to help every child grow into an independent, happy, young adult.

We aim to provide:

- a broad and balanced curriculum for every child
- a differentiated curriculum appropriate to each individual's needs and abilities based on a thorough knowledge of each student's past history and experiences
- high quality SEN provision focused on high expectations for learning outcomes
- collaboration between education, health and social care services
- a close partnership between parents, school staff and child using person-centred approaches
- a focus on outcomes for children and not just hours of provision/support

All of our pupils have been identified as having Social, Emotional and Mental Health difficulties (SEMH) as their primary area of difficulty. They may also have difficulties from the

other three categories listed below. In implementing this policy, we believe our pupils will be helped towards overcoming their difficulties.

2. Objectives

- to provide for pupils who have special educational needs or disabilities
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Co-ordinator (SENCO) who will work in line with the SEND policy.
- Provide support and advice for all staff working with pupils with SEND.

3. Identifying Special Educational Needs

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”
(COP, 2015)

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need, as detailed in the Code of Practice (2015). These categories are not there to act as labels but to help the school decide what action they need to take. The four areas are as follows:

Communication and Interaction - this includes children with speech, language and communication needs and those on the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia.

Social, emotional and mental health difficulties - this includes children who may be withdrawn or isolated, displaying disruptive and/or disturbed behaviours. They may be exhibiting features of hyperactivity, concentration difficulties, impulsivity or attachment disorders.

Sensory and/or physical needs - this includes children with sensory impairment, visual impairment, hearing impairment and physical difficulties which may require ongoing support and specialist equipment.

The following list may impact on progress and attainment but are not considered to be Special educational needs in isolation:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/women

4. A Graduated Approach to SEN Support

Key points from the Code of Practice (2015):

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including those who access support from teaching assistants or specialist staff.
- High Quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching, for all pupils, including those at risk of underachievement, is rigorously monitored and reviewed through lesson observations, planning/book scrutiny, pupil progress meetings and learning walks. This includes, where necessary, improving teachers' understanding of strategies to support vulnerable children and their knowledge of the most frequently encountered SEN.

When quality first teaching isn't enough, teachers use reasonable adjustments and additional support to help those children who are struggling to make progress.

Each student has an Individual Provision Plan (IPP) written in the first instance using the EHCP and other supporting evidence from previous settings and professionals. This document is then reviewed regularly by all staff involved with the student, parents/carers and the student him/herself.

All of our students are assessed by our Multi-Disciplinary Team (MDT) consisting of SENCO, Occupational Therapist, Speech and Language Therapist, Trauma Informed Practitioner and Educational Psychologist.

Education, Health and Care Needs Assessments

All students referred to SfIT come with a EHCP

Supporting Pupils and Families

We strive to work with pupils and their families to ensure that needs are met and that school is a positive experience for the whole family.

Our school HoMDS/SENCO or Family Practitioner, are readily available to meet with children and/or families to discuss their concerns and to plan a way forward. They are contactable on the normal school telephone number.

The school holds a monthly coffee morning session where parents can discuss any SEN issues on an informal basis. Guest speakers and pupils sometimes attend these sessions.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Monitoring and Evaluation of SEN in School

The quality of provision offered to all pupils is regularly and carefully monitored and evaluated through:

- Sampling of parent views, pupil views and staff views.
- Monitoring of procedures and practice by the MDT/SEN Director.
- Pupil Progress Meetings
- Monitoring of the quality of teaching and learning.
- Regular meetings with parents
- Regular meetings with the referring LA

Roles and Responsibilities

Provision for pupils with SEN is a matter for the whole school. The Directors, in consultation with the Executive Principal, have a legal responsibility for determining the policy and provision for pupils with SEND.

SEND Director : Mark Escott

HoMDS & SENDCO: Claire Upston

Policies and procedures

This policy, and any risk assessments and other documentation related to animals in school, will be reviewed and updated annually or in the event of a change to school circumstances or relevant legislation.

Policy created by:

Date:

Policy reviewed by:

Date: