

Policy Focus	Special Education Needs & Disability (SEND) Policy						
Lead Policy Holder	Name: Clare Hepworth-Wain						
Designated Director	Mark Escott		Judith Johnson		Rob Gasson	<input checked="" type="checkbox"/>	
Original Policy Date	July 2017 v7						
Current Policy Version	Version: v8						
School Operating Draft Working Version	V8						
Review Period	Live		Annual	<input checked="" type="checkbox"/>	Bi-Ann		Tri-Ann
BoD Approval	March 2020						
BoD Review Date	March 2021						

School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching

Contents

Glossary of Acronyms (if applicable)

1. **Statement of Intent for this Policy**
2. **Statutory / Legislative Basis**
3. **Links to Other Related Policies**
4. **Monitoring Review & Evaluation: Compliance - Consistency - Impact**
5. **Key Policy Information / Guidance Relating to our Practice**
6. **Implications for Stakeholders**
7. **Relevant Data Sets / Metrics**
8. **Relevant Resources**

Appendices (Embedded / E.Links)

Glossary of Acronyms

CEO	Chief Executive Officer
COP	Code of Practice
CPD	Continual Professional Development
CYP	Child or Young Person
DFE	Department for Education
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
ISS	Independent School Standards
KS1	Key Stage 1
KS2	Key Stage 2
LA	Local Authority
MDT	Multi-Disciplinary Team
MRE	Monitoring, Review and Evaluation
OSIP	Operational School Improvement Plan
SEMH	Social Emotional Mental Health
SEN	Special Educational Need (s)
SEND	Special Educational Need (s) and Disability
SENDCo	Special Educational Need (s) and Disability Coordinator
SEPS	Self-Evaluation Position Statement
SLT	Senior leadership Team
TISS	Teaching in Secondary Schools

1. Statement of Intent for this Policy

The purpose of our SEND Policy is to set out a clear and consistent process which will apply when any member of staff falls below the levels of competence and behaviours expected of them, as set out in the relevant professional standards, job descriptions and overall performance expectations.

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.

This Policy contributes to the school's Teaching & Learning Portfolio (see section 3).

Our core principles are:

- 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 child'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 the child using person-centred approaches
- A focus on outcomes for children and not just hours of provision/support

All of our students have been identified as having Social, Emotional and Mental Health difficulties (SEMH) as their primary area of difficulty. 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. Our students may also have difficulties from the other three categories listed below:

- **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.
- **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.

Adopting this policy will:

- Provide for students who have special educational needs or disabilities
- Ensure the School works within the guidance provided in the SEND Code of Practice, 2015.
- Operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work in line with the SEND policy.
- Provide support and advice for all staff working with students with SEND.

This policy has been consulted on by staff and the Board of Directors

2. Statutory / Legislative Basis

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 Students 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

Safeguarding Policy

3. Links to Other Related Policies / Procedures

This policy sits within the Teaching & Learning Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Assessment and Feedback
- Curriculum Strategy
- Learning and Teaching Policy
- Offsite and Adventurous Activities Policy
- Risk Assessment Procedures

4. Monitoring, Review & Evaluation (MRE): Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

The school SENDCo undertakes an Annual Review of each child's Education and Health Care Plan. The Annual Review is the statutory process of looking at the needs and provision specified in the child's Education and Health Care Plan and deciding whether these need to change. The first review of the Education and Health Care Plan must be held within 12 months of the EHCP being finalised. Subsequent reviews must be held within 12 months of the previous review. Parents/carers, the LA, outside agencies and child are invited to the Annual Review.

Our framework for MRE is achieved via 3 key approaches:

Internally

- ✎ Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- ✎ Learning Walks by HoS in own and other Phases/Sites
- ✎ Individual Student Assessment Framework and Trackers
- ✎ CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- ✎ Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- ✎ Heads of School Monitoring
- ✎ Appraisal & Performance Management approaches.
- ✎ SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- ✎ Staff Briefings
- ✎ Student Voice Surveys
- ✎ Peer Reviews through Team Working
- ✎ CPD Evaluations

Accountability MRE

- ✎ Our Board of Directors Link Portfolio Visits and Observations
- ✎ Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- ✎ Termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer Reports to the Board
- ✎ Termly H&S checks
- ✎ Directors Involvement in the cycle of Policy Review
- ✎ Financial and Curriculum Resource Monitoring

Externally

- ✎ Referring LAs' Annual Health Checks and Audits
- ✎ Commissioned Reviews of aspects of practice – specialist and generic e.g. Behaviour, Health & Safety
- ✎ Feedback from submissions for Awards and Quality Standards e.g. TISS
- ✎ Parent / Carer Feedback e.g. via Class Dojo
- ✎ Ofsted Monitoring and Inspection Visits
- ✎ User Schools Feedback



5. Key Policy Content - Information / Guidance Relating to our Practice

Identifying Special Educational Needs

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

When identifying the needs of a student 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 Student Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/women

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 students in their class, including those who access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students 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 students, including those at risk of underachievement, is rigorously monitored and reviewed through lesson observations, planning/book scrutiny, student 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 child has an Individual Care Plan 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 child, parents/carers and the child him/herself.
- All of our children's needs are assessed by our Multi-Disciplinary Team (MDT) consisting of Consultant Clinical Psychologist, Educational Psychologist, Mental Health Practitioner, Family Practitioners (2), Outdoor Education Practitioner, Speech and Language therapist, Occupational Therapist and SENDCO

Education, Health and Care Needs Assessments

All children referred to SfIT have an EHCP that has been issued by the LA. The school SENDCo undertakes an Annual Review of each child's Education and Health Care Plan.

Supporting Students and Families

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

Our school SENDCo, Family Practitioner and other members of the multi-disciplinary team 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 students sometimes attend these sessions.

The School for Inspiring Talents Multi-Disciplinary Team (MDT)

Clinical Psychologist

Role: to assess and develop evidence-based treatment plans to meet the needs of CYP at the school who have a range of emotional and mental health difficulties.

Mental Health Practitioner

Role: to provide child/young person-centred assessments for specific mental health difficulties, to source and provide evidence based therapeutic activities as appropriate and to create a link between school and outside agencies as required to ensure appropriate, timely and effective support.

Outdoor Education Practitioner

Role: to lead on Adventure Therapy, Adventure Sports Personal Skills Awards, individual therapy sessions with Blu (Therapy dog) and bespoke Child Led Interventions

Family Practitioners

Role: to build relationships with families and outside agencies, to link families and child into available community services and to support the needs of the CYP within the home and local community.

Speech and Language Therapist

Role: to complete Speech Language and Communication assessments to support child transition and EHCP amendments. To complete Speech Language and Communication observations to inform initial baseline and outcome measures for intervention programmes. To lead on interventions including: Narrative Therapy, Social communication and interaction support, Lego therapy, Zones of Regulation, Emotional Logic

Occupational Therapist

Role: to provide therapy to increase functional skills to improve child's quality of life, independence, self-esteem and learning and achievement for the child/young person and their family.

The Multi-Disciplinary Team (MDT) Therapeutic Approach

The MDT has incorporated the Trauma Recovery Model (TRM, Skuse, T and Matthew, J (2015)) as a guiding model underpinning clinical work. The TRM presents a series of layers of intervention that are sequenced according to developmental and mental health need. The central feature relates to the behavioural presentation of the young person concerned. The model highlights the underlying developmental need and the type of intervention best suited to address the need. MDT practitioners utilise a range of models of care in accordance with the specialisms of their professional disciplines in addition to the TRM.

All new referrals to the MDT have a structured MDT Trauma Recovery Care Plan – this ensures all interventions offered to students and their families are recorded and progress and outcomes can be consistently monitored and reviewed.

The Multi-Disciplinary Team (MDT) use of resources

The MDT uses the Children's Global Assessment Scale (CGAS)

This is a rating of functioning aimed at children and young people aged 6-17 years old. The child or young person is given a single score between 1 and 100, based on a clinician's assessment of a range of aspects related to a child's psychological and social functioning. The score will put them in one of ten categories that range from 'extremely impaired' (1-10) to 'doing very well' (91-100).

This measure may be used to assess current level of social/psychiatric functioning in children and adolescents, or to establish a baseline level of functioning prior to implementing an intervention or treatment program and against which change can be measured.

The MDT promotes the use of Emotional Logic throughout the school

Emotional Logic was developed in a healthcare setting during the late 1990s.

Emotional Logic is a structured way to understand the useful purposes of emotions and the ability to turn unpleasant emotions into positive action whilst limiting distress and confusion. This life-long learning method leads to emotional strength and resilience in the face of life's challenges. In turn, this gives the foundation for positive character development.

The MDT promotes the use of Lego Therapy throughout the school

LEGO® Therapy is an intervention help children with their social communication difficulties. Originally proposed by LeGoff (2004) this intervention employs the use of three key roles 'Engineer' 'Builder' and 'Supplier' to build a model together using LEGO® bricks. This is facilitated by a trained adult, although child led, to allow the children a means of developing their social communication skills.

The MDT promotes the use of the Zones of Regulation throughout the school

The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. ... In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another.

The MDT promotes the use of a Sensory Diet throughout the school

A sensory diet is a group of activities that are specifically scheduled into a child's day to assist with attention, arousal and adaptive responses. The activities are chosen for that child's needs based on sensory integration theory.

Supporting students at school with medical conditions

The school recognises that students 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 students is regularly and carefully monitored and evaluated through:

- Sampling of parent views, student views and staff views.
- Monitoring of procedures and practice by the MDT Lead and Executive Principal
- Student Progress Meetings
- Annual Review Meetings
- Monitoring of the quality of teaching and learning.
- Regular meetings with parents
- Regular meetings with the referring LA

Roles and Responsibilities

Provision for students 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 students with SEND.

Policies and Procedures

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

6. Implications for Stakeholders

Board of Directors	Board of Directors will review the policy annually
All Staff	Teachers are responsible and accountable for the progress and development of students in their class, including those who have access support from Learning Support Assistance and the Multi-Disciplinary Team
Designated Specialist Staff	All of our children’s needs are assessed by our Multi-Disciplinary Team (MDT) consisting of Consultant Clinical Psychologist, Educational Psychologist, Mental Health Practitioner, Family Practitioners (2), Outdoor Education Practitioner, Speech and Language therapist, Occupational Therapist and SENDCO
Students	A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.” (COP, 2015) When identifying the needs of a student 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.
Families/Carers	We strive to work with students and their families to ensure that needs are met, and that school is a positive experience for the whole family. Our school SENDCO, Family Practitioner and other members of the multi-disciplinary team are readily available to meet with children and/or families to discuss their concerns and to plan a way forward.
Referring LAs	All students referred to SfIT have an EHCP that has been issued by the LA.
Contractors	Comply with all aspects of site safety, sign in and wear the appropriate identification and appropriate paperwork to be seen and logged. Act under the jurisdiction of the Head of School and the Compliance and Premises Officer
Visitors	Comply with all aspects of site safety, sign in and wear the appropriate identification
Agencies	Comply with all aspects of site safety, sign in and wear the appropriate identification
Schools	Ensure consistency across all school sites

7. Relevant Data Sets / Metrics

8. Relevant Resources

Appendices (Embedded / E.Links)

Therapeutic Behaviour Policy	Child Protection & Safeguarding
	
Therapeutic (Behaviour)	Child Protection and Safeguarding