

SEND Policy

Authored September 2020
Reviewed September 2021

Special Educational Needs & Disabilities

Our Thinking

This policy has been written in a way that we hope is easy for young people and their parents/carers to read.

We believe that... 'Young people have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Young people have a learning difficulty if they:

- a) have greater difficulty in learning than most children of the same age: and/or
- b) have a disability which gets in the way of them making use of school services generally provided for young people of the same age
- c) are of school age and fall in either of the above or would do so if special educational support was not made for them

We want to provide every young person with the best education possible.

We support young people who have difficulties in:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

*For more details on these, please see our SEN Information Report and Medical Conditions Policy.

We refer to Special Educational Needs as SEN in this policy and include Disability as an important part of our responsibility.

Our Aims

- To follow the Special Educational Needs and Disability Code of Practice update May 2015;
 - To pinpoint young people with special educational needs and disabilities as early as possible and make sure that their needs are met;
 - To make teachers aware of these young people;
 - To have lessons that are personalised to meet the needs and ability of young people;
 - To have high ambitions for all young people, especially those with special educational needs and disabilities;
 - To put young people at the centre of our work by partnering with children, parents, governors, local authority and outside agencies;
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- To make sure all young people progress and reach their full potential;

- To make sure all young people take a full part in school life;
- To celebrate all achievements, in all curriculum areas and in all aspects of school life;
- To work with other schools and the local authority to share good practice.

Our Governing Body

- We have a SEN link governor who visits the schools and meets with the Executive Principal and the SENCO to report back to the Governing Body;
- The SEN link governor helps check, monitor and evaluate this policy.

Our Partnerships

Some of the people we work closely with:

- The Local Authority, especially for Education, Health and Care Plans;
- The Social Services, to make sure young people get the support they need;
- The Looked After Children in Education team, if young people are fostered or in care;
- Local Schools, when students move in and out of our schools;
- Young Minds Matter, to support young people's mental health;
- Educational Psychologists and/or Speech and Language Therapists, to get advice.

Our Special Educational Needs Co-ordinator (SENCO)

Our SENCO will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification;
- make sure this policy is being followed and everybody in school has responsibility for SEN;
- work with partners to make sure young people get the support they need, for example: Education Health and Care plans or Educational Psychologist;
- find the barriers to learning and what SEN support a young person needs;
- give teachers advice and strategies to support young people;
- work with parents/carers to support the young person;
- lead the development of SEN throughout the school and arrange training for school staff and governors;
- check Personal Learning Plans (PLPs);
- observe teaching in the classroom and make sure learning is personalised;
- check the progress of young people with SEN;
- keep records of all young people with SEN;
- organise annual reviews;
- work with local schools when a young person moves into another setting.

Our SEN Team

Special Needs Co-ordinator (SENCO)	SEN Champions	SEN Governor
<ul style="list-style-type: none"> David Mills-Executive Vice Principal/SENCo; Sophie Ladd – SEN Leader; Harriet Barber-Teacher, taking the NASENCo qualification; Shannon Young-Teacher, taking the Patoss Assessing Access Arrangements programme. 	<p>Harriet Barber/ Shannon Young - Phoenix House</p> <p>Sophie Ladd/John Blades-Park House</p> <p>Donna Hilton-Sevenhills</p>	<p>Katie Lane</p>

Our Class Teachers & Teaching Assistants

Our Class teachers will:

- be responsible for quality first teaching (QFT) and following the Assess, Plan, Do, Review cycle.

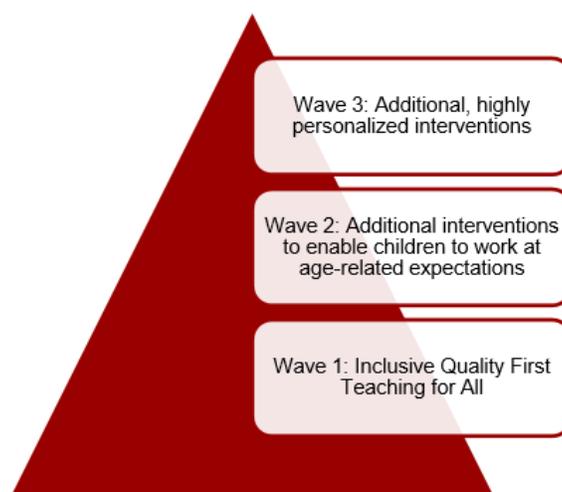


This means high quality teaching that meets individual needs and is reviewed regularly.

Our Teaching assistants will:

- be responsible for supporting high quality teaching;
- work with the SENCO and class teachers to support *Waves of Interventions*.

What this means for the young person:



Our Parents

We encourage parents to:

- work closely with the school;
- be aware of the young person's targets and their progress;
- take part in school review days;
- attend and take part in SEN annual reviews;
- be aware of the Local Authority Local Offer:

<https://sendlocaloffer.nelincs.gov.uk/>

Our Graduated approach

We use a graduated approach to support learners. We use four stages of action with Personal Learning Plans (PLPs), it is called:

- **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

Assess

- Understand the young person's needs;

Plan

- Decide what outcome we want and how we could do it;

Do

- Put resources, support and interventions in place;

Review

- Measure the progress made and decide any next steps, or repeat.



Our students with Medical Conditions

We support young people with medical conditions under the Children and Families Act 2014. We know that individual education healthcare plans (EHCP) will state the type and level of support required to meet a learner's medical needs.

We also have a Medical Conditions Policy that you can read. This can be found on our website.

Our SEN Information Report

Every year we write information about how we support SEN learners in our schools. This can also be found on our website and answers common questions.

Our Complaints Procedure

Parents/carers who have a complaint about special needs support for their child are asked to contact the school to arrange a meeting.

You may also contact the Special Educational Needs & Disability Independent Advisory Support Service (SENDIASS) on 01472 355365 for independent advice and support.