Acorn School Policy

Special Educational Needs & Disabilities (SEND)

POLICY STATEMENT

- Set out how our schools will support and make provision for Pupils with Special Educational Needs and Disabilities (SEND).
- To define Special Educational Needs and Disabilities.
- Explain the roles and responsibilities of everyone involved in providing for our Pupils with SEND.
- Outline monitoring and review processes for our Pupils with SEND.

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1. Scope

1.1 Rationale

1.1.1 Our school is committed to ensuring that an appropriate and well-planned provision is made for every Pupil. We offer a fully inclusive education within our specialised environment and provide aspirational education which focus on improving outcomes and raising attainment for all Pupils.

1.1.2 The views of our Pupils and families are central to our provision; for our Pupils to have a voice is essential to a sense of belonging and progress being made. We work closely with the wider community and other support services with the aim of providing the best possible learning experience for all.

1.2 Defining SEND

1.2.1 This policy and accompanying information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice and in consideration of Government White Papers which outline that a Pupil has Special Educational Needs if:

- They have a learning difficulty or disability that calls for special educational provision to be made for them.
- A significantly greater difficulty in learning than the majority of the others of the same age, or disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

1.2.2 Special educational provision is education or training provision that is additional to, or different from, that made generally for other Pupils of the same age by mainstream schools.

1.2.3 Pupils referred to our school are anticipated to have had difficulties accessing mainstream education due to their additional learning needs and possibility of previous adverse life experiences or trauma; therefore, our additional learning provision is focused on meeting the individual needs of these Pupils. Accurate assessment of our Pupils' needs, alongside their Educational, Health Care Plan (EHCP), inform our curriculum offers.

1.2.4 Pupils with SEND have needs which are described in the following four broad categories:

1.3 Communication and Interaction

1.3.1 Pupils with Speech, Language and Communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or may find it difficult to understand or use social rules of communication.

1.3.2 The profile for Pupil's with Speech, Language and Communication Needs (SLCN) may be varied and their needs may change over time. They may have difficulty with one, some or all of the different aspects of Speech, Language, or Social Communication (SCLN) at different times of their lives.

Pupils with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

1.4 Cognition and Learning

1.4.1 Support for cognition and learning difficulties may be required when a Pupil learns at a slower pace than their peers, even with appropriate differentiation.

1.4.2 The term learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where Pupils are likely to need support in some or all areas of the curriculum and associated difficulties with mobility and communication. It includes:

- Profound and multiple learning difficulties (PMLD), where Pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) where Pupils are impacted by one or more specific aspect of learning, which encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

1.5 Social, Emotional, and Mental Health

1.5.1 Pupils may experience a wide range of social and emotional and mental health difficulties which manifest in many ways such as becoming withdrawn or isolated, as well as displaying behaviours of concern. These behaviours may reflect underlying difficulties such as:

- anxiety
- depression
- self-injurious activity
- substance misuse
- eating disorders or
- physical symptoms that are medically unexplained.

1.5.2 Other Pupils may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment difficulties due to adverse childhood experiences (ACEs) and trauma. We have clear strategies in place to support our Pupils which are outlined in our Therapeutic Approaches Policy.

1.6 Physical and Sensory

1.6.1 Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

1.6.2 These Pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

1.6.3 Please refer to the Accessibility Policy and Plan for more information on how Pupils are supported.

1.7 Our SEND provision.

1.7.1 In line with the principles outlined in the Special Educational Needs and Disability Code of Practice 0-25 years and the Children and Families Act our schools aim to:

- identify and prevent, at the earliest possible opportunity, any barriers to learning and participation for all Pupils.
- provide interventions at the earliest possible opportunity to prevent the development or escalation of SEND.
- ensure that every Pupil experiences success in their learning and achieves the best possible outcomes.
- ensure that there is a culture of collaboration and that services work together to ensure SENDs are identified early and appropriate co-ordinated support is put in place to enable Pupils to achieve positive expectations, experiences, and outcomes.
- provide an inclusive education where Pupils with SEND are supported to participate and a whole setting approach is taken to meet their needs.
- ensure, where appropriate, that examination access arrangements are in place.
- support all Pupils to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- value and encourage the contribution of all Pupils to school life.
- work in partnership with families/carers and the wider school community to ensure that there is strong communication regarding Pupil's needs and the support that is being put in place.
- collaborate with health and social care services to provide support for Pupils and their families.
- ensure that all Team Members have access to appropriate and relevant specialist training and advice to support quality teaching and learning for all Pupils.
- work with the Governance and Oversight Team to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

1.7.2 There are often Pupils who have needs due to external factors which may require additional support; these are not considered SEND but they may impact progress. Such needs could be:

- medical conditions
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being a looked after or previously looked after child (Child Looked After)
- any other underlying reason that requires a response.

1.7.3 Within our school, we have developed a broad, engaging, and adapted curriculum, which focuses on Pupil's interests, individual learning styles and independence. The intent of our curriculum is to provide a positive and supportive framework, which aims to:

- overcome Pupil's barriers to learning and provide them with access to a balanced and appropriately personalised curriculum.
- encourage and support personal growth and self-reliance.
- build confidence and self-esteem.
- develop communication, literacy, numeracy, and decision-making skills.
- prepare them for the world of work and independent living.
- support Pupils to reach their full potential and to promote their spiritual, moral, cultural, mental, and physical development.
- make progress towards outcomes identified in their Education, Health, and Care Plans.

2. Roles and Responsibilities

2.1 Role of the Local Authority

2.1.1 The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health, and Care Plans (EHCP).

2.1.2 In setting out what they 'expect to be available', Local Authorities should include provision which they believe will be available.'

2.2 Role of the Senior Leadership Team

2.2.1 The Senior Leadership Team will:

- ensure the detailed implementation of support for Pupils with SEND.
- ensure all school Team Members understand their responsibilities to Pupil with SEND.
- work with the Education Operations Team, to oversee the day-to-day provision for Pupil with SEND and EHCP.
- identify Pupil's barriers to learning and special educational needs provision required.
- provide advice and teaching strategies to the school team.
- inform families of their child's SEND.
- provide awareness training for families/carers.
- arrange meetings for families/carers with suitable medical professionals, external support teachers or the educational psychologist, where appropriate.
- organise in-house and external support for a Pupil with SEND.
- monitor and evaluate provision and interventions.
- keep families up to date with the SEND provision for their child.
- ensure Pupils with SEND have full access to a broad and balanced curriculum.
- ensure that the curriculum is fully inclusive.

2.3 The SENDCo

2.3.1 The Special Educational Needs and Disabilities Coordinator (SENDCo), in collaboration with the Senior Leadership Team and the Education Operations Team, plays a key role in helping to determine the strategic development of the SEND Policy and provision within the school, to improve the outcomes of the Pupils.

2.3.2 They will:

- take the day-to-day responsibility of the operation of the SEND Policy, collaborating closely with Team Members, Pupil, families, and outside agencies.
- provide professional guidance to colleagues with the aim of securing high quality teaching and provision across the school. Through INSET and outside professional input, further guidance and training is disseminated to Team Members.
- with the support of the Senior Leadership Team, seek to develop effective ways of overcoming barriers to learning through the analysis and assessment of Pupil's needs and through setting targets for improvement.
- ensure that resources are allocated effectively and used to maximum effect.

2.4 Teachers

2.4.1 Class Teachers are accountable for the progress of all the Pupil in their class. The aim is for all Teachers at our schools to provide Quality First Teaching. Class teachers are required to:

- demonstrate knowledge and understanding of how Pupils with special educational needs and disabilities learn, and how these impact teaching.
- utilise a range of specialist strategies and interventions to support progress.
- contribute to the specialist design and provision of a curriculum suited to the needs of Pupil with SEND.
- demonstrate a critical understanding of developments within SEND and reflect this understanding in daily practice.
- set goals in accordance with Pupils' special educational needs, considering information provided in personalised provision maps, reports and EHCPs.
- lead and develop statutory processes such as annual statement and EHCP reviews.
- make use of a range of sources to monitor progress, set targets, and plan subsequent lessons.
- utilise a range of specialist strategies to promote behaviour for learning including establishing clear classroom routines.
- employ a range of support strategies and documents such as risk assessments and Individual Learning Plans.
- liaise with other agencies and respond to relevant advice to ensure a holistic approach to the SEND provision.

3. Specialist Interventions and Therapeutic Working

3.1.1 All of our practice is guided by the six founding principles of nurture, which are:

- Pupils' learning is understood developmentally.
- The classroom offers a safe space.
- The importance of nurture for the development of self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in Pupils' lives.

3.1.2 Our schools recognise the benefits of targeted and measured interventions to provide bespoke sessions for our Pupils. Complemented by an Integrated Therapies Team (ITT) and external training, we seek to create a versatile and well-trained team who are skilled in the delivery of specific interventions. Our schools refer to and work closely with a variety of external agencies to ensure specialist support is available, as necessary.

3.1.3 As a school, we understand the holistic and integrated approach that is required to fully support our Pupil's needs and ongoing development. We collectively utilise a range of interventions and strategies that allow us to support Pupil's complex needs.

3.1.4 Pupils can access sessions as part of their everyday routine that will enable physiological and emotional regulation via a variety of therapeutic interventions. These can include elements of play, drama, art or animal therapy and/or talk based work, alongside targeted sensory diets, where appropriate.

3.1.5 We adopt a PACE therapeutic approach which emphasises Playfulness, Acceptance, Curiosity and Empathy to build trusting relationships, support emotional regulation and promote positive behaviour.

4. Monitoring and Review

4.1.1 All Pupils have a pre-arranged statutory annual review of their EHCP. Where there is a significant change of need or provision, the annual review will be brought forward. Progress is monitored through regular review meetings and a range of both standardised and observational data.

4.1.2 The data is tracked and reviewed through termly target setting meetings, progress meetings, and reports. These are completed by classroom teachers and members of the therapy team and monitored by the SENDCo and Senior Leadership Team. In addition to this, frequent communication through emails, reports and phone calls takes place between class teachers, support team and home.

4.2 Graduated Approach: Assess, Plan, Do and Review

4.2.1 It is vital that Pupils with special educational needs are identified at an early stage. We will inform families at the earliest opportunity of the school's observations and to work in partnership with them to establish the support their child's needs.

4.2.2 We will adopt a graduated approach coordinated by the SENDCo and using the following four stages of action:

4.2.3 Families will be kept well informed of and involved in all four stages (Assess, Plan, Do and Review).

4.3 Assess

4.3.1 An analysis of the Pupil's needs will be undertaken to identify what SEND support is required. We will consider:

- views of the child/young person and their Parents/Carers.
- teacher assessments and observations.
- Pupil's current attainment.
- Pupil's previous progress and attainment.
- tracking of progress and comparisons with national data.
- assessments by external agencies if appropriate.

4.4 Plan

4.4.1 Following assessment, the class teacher, SENDCo, families, and Pupil, agree on a plan of action. Through the termly monitoring we will record:

- time limited outcomes and SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets within a Pupil's Individual Learning Plan (ILP)
- details of the interventions and support that is required.
- the expected impact on progress, development, or behaviour on a review date.

4.5 Do

4.5.1 All the Pupils and Team Members are made aware of the plan and put in place the adjustments, support, and interventions.

4.5.2 Teachers are responsible for:

- differentiating and personalising the curriculum.
- delivery of 'additional and different' provision for a Pupil with SEND.
- planning, support and impact measurement of all group and one-to-one interventions.
- linking interventions to classroom teaching.

4.5.3 The SENDCo supports Team Members in the effective implementation of provision.

4.6 Review

4.6.1 The quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with Pupil and families but also through seeking their views.

4.6.2 The cycle then starts again at assess. The updated needs of the Pupil are considered before planning a continuation of or change to provision.

5. Process

5.1 Transition Arrangements

5.1.1 During years 10 and 11, all Pupils receive careers advice both within school and from external specialist agencies. A comprehensive transition plan is undertaken, including college visits, assistance to access interviews and taster days.

5.1.2 Our schools work closely with the selected provider to ensure a smooth transition where the needs of Pupils are met.

5.2 Complaints Procedure

5.2.1 If a family member or carer is concerned about the SEND provision being provided, contact with the Headteacher should be made. All efforts will be made to resolve any concerns swiftly.

5.2.2 If the family is not satisfied with the resolution of the complaint, then the full details of the procedure for complaints will be followed as detailed in the complaints policy.

5.2.3 Similarly, if a Pupil makes a complaint, the school should listen and make a response having investigated the area of concern in as short a time as possible, as detailed in the complaints policy.

5.3 Monitoring Arrangements

5.3.1 This policy and information report will be reviewed annually, unless there are any changes to guidance and legislation.

5.4 Legislation

5.4.1 This policy and information report is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice as well as the following legislation.

- Part 3 of the Pupil and Families Act 2014, which sets out schools' responsibilities for Pupils with SEND.
- The Special Educational Needs and Disabilities Regulations 2014, which set out schools' responsibilities for education, health, and care plans (EHCPs), SEND coordinators (SENDCo) and the SEN information report.
- United Convention of the Rights of the Child 1991.
- Data Protection Act 1998.
- Education Act 2002.

5.5 Links to Other Documents

5.5.1 This policy should be read in relation to:

- Therapeutic Approach Policy
- Accessibility Policy
- Admissions Policy

- Equality and Cohesion Policy