



SOCIAL ARTS FOR EDUCATION

## **SEND Policy**

**July 2019**

# SEND Policy

## 1. Introduction

Social Arts for Education is a provision for children who have been withdrawn from school due to bullying and other associated reasons. A number of our pupils have special educational needs. Roughly half of our pupils have EHCPs. Many of our students generally, have additional needs due to autism, anxiety disorders, fear of social situations and extreme shyness.

## 2. Aim

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## 4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A 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

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

## **5. Roles and responsibilities**

### **5.1 The head teacher- Acting SENDCo**

They will:

- Work with the member of the proprietorial body responsible for SEND (the SEND lead) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the deputy headteacher and proprietorial body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **5.2 Proprietorial Body - SEND lead**

The SEND lead will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **5.3 Class teachers and Support Staff**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 6. SEND information report

### 6.1 The kinds of SEND that are provided for

Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia etc.
- Social, emotional and mental health difficulties, for example, anxiety disorder, depression etc.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties, not working below KS3 level of work.

### 6.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

We meet with all pupils including those with SEND termly with their parents with their parents to review progress and discuss interventions.

### 6.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6.4 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will also, from year 9 where possible, put in place transition into adulthood plans that support and prepare the pupil for further education and working life. This will be supported with impartial advice and support from outside agencies such as Prospects, job, college and university fairs and open days plus services from a child's local authority (if they have an EHCP).

## **6.5 Annual Reviews**

Education Health and Care Plans are reviewed at least annually. Annual reviews focus on what the student has achieved, what the next steps are for the pupil, reviewing the strengths and needs of the pupil and addressing any areas of difficulties that need to be resolved.

The Annual Review should:

- Assess the child's progress towards meeting the outcomes as specified in their EHCP
- Review special educational provision made for the student
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the EHCP
- Set new targets for the coming year

The SENDCo initiates the review process, sets a date and invites attendees. The SENDCo can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations. In preparing for the review meeting, the SENDCo must request written advice from: Student plus their parents/carers and any professionals that may be relevant to the review.

The Headteacher must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The review proforma is prepared by the class teacher, supervised by the SENDCo. SENDCo will also write a contribution for each annual review and where necessary written advice will be prepared by professionals such as clinical psychologists, speech and language, and occupational therapists.

The Annual Review meeting is chaired by the SENDCo. The SENDCo provides the Local Authority with a report following each Annual Review meeting within 15 days of the meeting being held. The report summarises the outcome of the review meeting, setting out the SENDCo's

assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

## **6.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Differentiated Resources and planning
- Support Staff
- Regular communication with parents

## **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **6.8 Additional support for learning**

We have support staff who are trained to deliver interventions such as small group tasks, creating resources and supporting the differentiation of the school curriculum

Teaching assistants will support pupils on a 1:1 basis when they require additional support within the classroom.

Teaching assistants will support pupils in small groups when pupils require additional numeracy, literacy and social skills interventions.

We work with the following agencies to provide support for pupils with SEND:

- CAMHS
- Local authority case officers
- Social care

## **6.9 Evaluating the effectiveness of SEND provision**

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly

- Using pupil questionnaires/ pupils voice
- Monitoring by the SENDCO
- Holding annual reviews for pupils with statements of SEND or EHC plans

## **6.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Please see our school's accessibility plan for further information

## **6.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in activities that promote teamwork/building friendships etc.

**We have a zero tolerance approach to bullying.**

## **6.12 Working with other agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our students. We welcome multi agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following organisations: Local Authorities Specialist services, Children and Adolescent Mental Health service, Social Services

## **6.13 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the head teacher the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **7. Monitoring arrangements**

This policy will be reviewed **annually** by Annabel Leaver and the Board of Trustees . At every review, it will be approved and signed by all members.

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**Designated Person**  
**Annabel Leaver**

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**Signature**

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**Deputy Designated Persons**

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**Signature(s)**

**LaReo Riviere**

**Marion Leaver**

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**'Named' trustee for Child Protection**  
**LaReo Riviere**

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**Signature**

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**Chair of Trustees**  
**LaReo Riviere**

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**Signature**

This policy will next be fully reviewed in February 2020 and amended prior to this if required.