



SEND POLICY

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| Head Teacher | Hecabe DuFraise |
| Author | Carol Nolan |
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Changing Lives School

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1. Our Vision

SMS Changing Lives School is committed to ensuring that the necessary provision is made for all student/pupils with SEND. We are a Independent Special School and we are committed to meeting all the secondary needs of students with additional needs such as:

- Communication needs
- Sensory and processing needs
- Social, emotional and mental health needs
- Physical, health and care needs

Whenever a pupil is identified as having an additional need a plan needs to be developed and implemented to the support the pupil in this regard.

We believe that every student, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be whilst studying at SMS and in preparation for post 16 pathways.

2. Legislation and Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and can be referenced with the following ;

- SEND code of practice: 0 to 25 years (2015) }
- The Children and Families Act (2014) }
- The SEND Regulations (2014) }
- Keeping Children Safe in Education (2015) }



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- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

The Equality Act 2010 brought together a range of previous acts into a single act, aiming to unify and strengthen discrimination law and support progress on equality.

SMS Changing Lives will adhere to all legal frameworks within SEND regulation and ensure all staff are trained on understanding and driving the SEND Policy.

3. Definitions

A student has SEN 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.

Special Educational Provision is defined as:

The provision for children of two years or over, or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.



4.Roles and Responsibilities.

The Proprietor is Mr Jonny Davies

The Head teacher is Miss Hecabe DuFraisie

The named SEND coordinator (SENDCo) for the school is Mrs Carol Nolan.

The Inclusion Manager is Mr Issac DuFriasie

The Senior Leadership Team has due regard for the guidance in the SEND Code of Practice 2014 and the Children and Families Act 2014.

The Proprietor will:

- Work with the Head teacher, SENCO to determine the strategic development of the SEND policy and provision in the school .
- Have overall responsibility for the provision for learners with SEN and/or a disability needs

The Headteacher will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the proprietor.
- Work with the Proprietor, Senior Leadership Team and SENCO to determine the strategic development of the SEN actions and oversee whole school procedures are consistently exercised.



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- Have overall responsibility of all staff practices in school.

The SENCO

The SENCO is Mrs Carol Nolan

They will:

- Work with the Proprieter, Headteacher to determine the operational development of the SEN policy and provision in the school Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with additional SEN receive appropriate support within the special school setting.
- 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
- Ensure the school keeps the records of all statutory SEN processes up to date.

Tutor teachers

Each teacher is responsible for:

- Updating the CPOMS logging system daily in regards students development and welfare.
- Developing and maintaining Individual Education Plan (IEP) Targets (and strategies to achieve these targets) derived from the EHCP in order to achieve good progress.
- Creating, maintaining and developing a positive relationship with students to support their Social, Emotional and Mental Health needs resulting in ineffective behaviors.
- Working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Implementing the “Special Classroom Arrangements” for each pupil they teach this can be differentiation activities, learning tools such as overlays in each lesson to support learning.
- Reporting Termly on progress with the SENDcO to maintain continuous good practice and ensure communication in preparation for meetings is consistently good.



5. Identification of SEND

All of the students attending our school have an education, health and care (EHC) plan.

Some students have additional areas of need, including

- , • Communication and interaction
- . • Social, emotional and mental health difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The aim of this is to facilitate student progress in order that the progress of students with SEND matches or improves upon the progress of similar students nationally.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teachers' assessment throughout the academic year such as baseline assessments.
- Feedback given through Teacher Marking
- Historical attainment / Behavior Data
- Analysis of data based on the national average
- Parent and Carer views



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- Student views
- External Professional guidance

All teachers and support staff at SMS Changing Lives will be made aware of need through SEND documents alongside professional feedback sessions from the SENDCO.

The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6. Consulting with Parents

The school will have an early discussion with the student and their parents/carers when identifying the support they will need from SMS Changing Lives.

Individual needs of students with SEND are discussed in detail on entry to the school in transition meetings with parents.

Individual Education Plans will be shared and discussed with parents .

These conversations 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

The School takes pride on communicating with parents/carers, outside agencies, and the young person themselves.

Termly Reviews with the SENDCO are available for Parents / Carers.

Staff Meetings share parent / carer views.

Liaising with outside professionals provide a link to maintain a consistent relationship .



7. Record Keeping

Records of SEND support is a vital component of SEND at our school.

We will pride ourselves at SMS Changing Lives as being robust, consistent and innovative in the interventions offered here.

Schools are required to keep clear records of a pupil's SEND, the provision put in place for them and the difference that support will make.

This record will include:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place and reviews taking place
- Success and/or exit criteria
- The SENCO has responsibility for ensuring that records are properly kept and available as need.

8. Working with External Professionals

At SMS Changing Lives school we will use a wide variety of outside agencies and support:

- Healthy Young Minds (HYM) (formally the Child and Adolescent Mental Health Service (CAMHS))



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- Educational Psychologists - Observation and assessments of children's needs to help support their learning.
- Social Services - Social services support families and safeguard children who may be at risk of
 - Local Authority – SEND team.
 - YOS – Youth Offending Service
 - SMS Inclusion Manager

9. Links with other policies

This policy links to our other policies including

- : • Accessibility Plan
- Child Protection and Safeguarding Policy
 - SEND information report
 - Administration of Medicines Policy
 - Equality Policy
 - School Behaviour Policy

10. Complaints about the SEND Provision

Parent/carers who would like to raise a concern that cannot be resolved by their child's class team should contact the Head Teacher in the first instance.

Formal complaints about SEN provision in our school should be made to the Proprietor.

They will then be referred to the school's complaints policy.

11. Monitoring Arrangements

This policy and information report will be reviewed by our SENDCo every year.



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It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.