

SEND Policy



Groveside
School

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Document History

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1.0 INTRODUCTION

The Education Act 1996 says that a young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty means that the young person either:

- a) Has significantly greater difficulty in learning than the majority of young people of the same age;
- b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities, which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at Groveside School is committed to providing the conditions and opportunities to enable any young person with SEND to be included fully in all aspects of school life.

The Special Needs policy at Groveside School supports the stated ethos of the school that:

Groveside adopts a holistic, person centred approach to the development of our young people, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their complex social emotional and mental health needs, our role is to help and support our young people to come to terms with, and overcome, these difficulties.

The social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programs of study and personalised learning programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Occupational Therapy, or other appropriate therapeutic input from our Clinical team.

2.0 AIMS

In order to meet the special educational needs of our young people at Groveside School, our aims are:

- Ensure that all pupils have access to a broad and balanced curriculum appropriate to their individual needs;
- Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all pupils who have SEND;
- Ensure all staff have a clear understanding of the needs of all pupils;
- Provide a differentiated curriculum appropriate to the individual needs, ability and interests of each pupil;
- Ensure that all pupils take as full a part as possible in all school activities;
- Ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment;
- Ensure that all pupils are involved, where practicable, in decisions affecting their future provision;
- Ensure that all pupils are prepared for life beyond Groveside and their future aspirations;
- Ensure all pupils who have SEND achieve their best possible outcomes;

- Develop pupils' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence;
- Provide pupils with the knowledge and cultural capital they need to succeed in British Society;
- Develop, implement and monitor appropriate programmes for young people;
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress;
- Provide additional therapeutic support based on individual needs;
- Work with outside agencies who provide specialist support and teaching for young people with SEND;
- Inform and involve the parents/carers of young people with SEND so that we can work together to support our young people;
- Encourage active involvement by the young people themselves in meeting their needs;
- Provide on-going training for all staff working with young people with SEND.

3.0 ROLES & RESPONSIBILITIES

Our SENDCo ensures that Groveside School's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015). The SENDCo is fully supported by a wider education and therapeutic team, including speech and language therapists, occupational therapists, psychotherapists and a regional clinical team.

Provision for the pupils is a matter for the school as a whole. The Headteacher and all other members of staff have important day-to-day responsibilities. The Headteacher has responsibility for the day-to-day management of all aspects of the school's work.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEND provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The SENDCo is responsible for the arrangements for SEND provision throughout the school, that includes:

- Responsibility for the day to day operation of the SEND policy;
- Maintaining a register of young people with SEND and ensures that the records on young people with SEND are up-to-date and supports the school's clinical team in conducting assessments for young people with SEND;
- Working closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people;
- Liaising with the staff in school who have responsibility for Child Protection;
- Working closely with the parents/carers of young people with SEND;
- Liaising with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEND;
- Contributes to in-service training for staff on SEND issues and training and development needs.
- Access to the Curriculum
- The provision at Groveside School encompasses:
 - Setting suitable learning targets;
 - Responding to young people's diverse learning needs;
 - Overcoming potential barriers to learning.

All Class Teachers, the SENDCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress. Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation of the curriculum to match tasks to ability;
- Support for communication;
- Support for accessibility;
- Ensuring tasks are differentiated according to pupil need as laid out in the pupil's profile;
- Use of Support Staff to provide additional support;
- Small group and 1:1 teaching;
- Accessibility to resources;
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment;
- Use of positive behaviour strategies within the classroom and as part of the whole school Person Centred Behaviour Policy;
- Access to the social life of the school;
- Access to the school's Clinical team;
- In-Service training for all staff on the needs of young people with SEND.

4.0 IDENTIFICATION AND ASSESSMENT

All young people who attend Groveside School have SEND. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All pupils hold an EHCP (Education and Health Care Plan).

5.0 ADMISSIONS

Groveside School is an independent school for pupils from ages 7 to 16 years, with special educational needs. All pupils admitted to Groveside School will have been initially referred by their

Local Authority (we accept referrals from a variety of different authorities). A significant aspect of the referral process is to ascertain that the school can address the outcomes as described in Section E of their EHCP.

This may relate to all four areas of need:

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical.

Groveside school admits pupils who have a range of complex needs that may include a diagnosis of social, emotional and mental health needs and also pupils with autism or demonstrate behaviours associated with autism. All pupils will have an EHC Plan which notes the nature of these difficulties.

6.0 LIAISON WITHIN THE SCHOOL

The SENCO shares information about pupils with SEND with the:

- The Senior Leadership Team;
- Subject Leaders and Subject Teachers and Support Staff;
- The member of staff responsible for Child Protection (Safeguarding Officer).

7.0 PARTNERSHIP WITH PARENTS AND CARERS

Our school firmly believes that partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, Local Authorities and others. This is important in enabling our pupils to achieve their potential. Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- Have knowledge of their child's entitlement within the SEND framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision making processes about special education provision.

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required but primarily at annual review and educational progress meetings.

8.0 MONITORING THE SUCCESS OF THE SEND POLICY

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEND will be shown by:

- On-going staff observations of the young person in the school setting;
- Differentiated planning by the Teacher to meet the young person's needs;
- Records and evidence of the young person's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at pupil progress reviews;
- Developing age-appropriate scoring on standardised assessments;
- Records and evidence of the young person's progress towards improving behaviour and working towards personal development targets;
- Discussion at an appropriate level with the young person about their progress;
- Discussion with parents about the young person's progress;
- Discussion with outside agencies about the young person's progress;
- Successful requests for additional funding at EHCP level.

9.0 EVALUATING THE SUCCESS OF THE SEND POLICY

The success of the policy will result in the needs of all young people with SEND being met by:

- Having the systems in place to identify young people with SEND as early as possible;
- Making use of good practice in planning for, teaching and assessing young people with SEND;
- Regularly reviewing of the young person's progress against targets set within the EHCP;
- Providing additional intervention if progress is not adequate;
- Considering the wishes of the young person at an appropriate level;
- Having a positive and effective partnership with parents/carers;
- Encouraging a multi-disciplinary approach whenever possible.

10 ANNUAL REVIEW

All Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil has achieved as well as on any difficulties that need to be resolved. The Annual Review aims are to:

- assess progress towards meeting the objectives specified in the EHCP;
- review any special provision;
- provide a profile of current steps of attainment in English, Maths and a summary of progress achieved in other areas of the curriculum;
- consider the continuing appropriateness of the EHCP;
- The Headteacher can delegate the review meetings to a qualified teacher at the school;
- In preparing for the review meeting, the Headteacher must request written advice from:
 - Pupil parents/carers;
 - Anyone specified by the authorities;
 - Anyone else the Headteacher considers appropriate.

The Headteacher or SENDCo 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 Headteacher or SENDCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 15 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the 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.