

SPECIAL EDUCATION NEEDS AND DISABILITIES (S.E.N.D) POLICY

Introduction

This policy has been developed in line with the 0-25 SEND Code of Practice 2015, which sets clear expectations on how schools are to deliver a whole-school approach to SEND, with good quality teaching as a first response and a clear focus on outcomes. In addition, the policy had been written in response to the requirements of **Part 3 of the Children and Families Act 2014**, The Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

This policy should also be read in conjunction with the following policies Wellbeing Policy, Preventing Bullying and Promoting Positive Behaviour Policy, Assessment Policy, Equality & Diversity Policy, Anti-Bullying Policy, Safeguarding Policy, Curriculum Policy, Complaints Policy, and Accessibility Policy.

Pollyteach has an ethos 'engaged to learn'; to support and challenge all learners to reach their potential. Pollyteach embraces the ethos that children and young people with special educational needs and disabilities should not be treated less favourably than any other child or young person. The school endeavours to ensure all learners within its setting get the proper support they need and that they make a positive transition in terms of opportunities, be it going to college, apprenticeship, employment and or independent or semi-independent living; hence, achieve their personal goals in life.

Our core values help:

- **A**chieve our full potential
- **P**lan and manage our personal finances
- **P**resent on topics of choice
- **L**ive a safe, healthy and independent life
- **E**njoy the benefits of employment skills

At Pollyteach, we are committed to offering an inclusive curriculum to ensure the best possible development for all our learners, whatever their needs and ability. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All learners with SEND are valued, respected, and appreciated members of the school.

What Is SEND?

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010. Where SEND and disability legislation cover a child or young person, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

"Special educational needs (SEND) that affect a child's ability to learn can include their behaviour or ability to socialise, e.g., not being able to make friends reading and writing, e.g., they have dyslexia; ability to

understand things; concentration levels, e.g., they have attention deficit hyperactivity disorder; physical needs or impairments.

Source: Schools Guide the 0-25 SEND Code of Practice

What Determines If A Child Or Young Person Has Special Educational Needs?

Children and Families Act 2014 - Section 20 outlines the above as follows:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provisions to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
3. Has a significantly greater difficulty in learning than most others of the same age, or
4. Has a disability which prevents or hinders him or her from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What Are Special Education Needs?

A child or young person has special educational needs (SEND) if they need extra support because they find it more challenging to learn than the majority of other children or young people of the same age.

Examples of special educational needs include:

- Speech, language and communication needs
- Behavioural, emotional and social difficulties
- Autistic spectrum conditions
- Specific learning difficulties, such as Dyslexia and Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate learning difficulties
- Profound and multiple learning difficulties
- Multi-sensory impairment

What Do We Mean by Disability

A child or young person has a disability if they have a physical or mental impairment that substantially affects their ability to carry out normal day-to-day activities.

Children and young people with the most complex needs will require specialist services. They will require support with their health, education or physical, intellectual, emotional, social or behavioural development due to disabilities, including:

- Multiple and complex health needs or chronic illness
- Sensory impairment such as hearing loss, visual impairment
- A significant and long-term learning difficulty
- A physical disability
- Autistic spectrum disorder
- A severe communication disorder, or
- A significant preschool developmental delay

The Types Of Educational Needs Pollyteach As A Provision Accommodates

Pollyteach is an independent school that educates young people from the ages of 11-16. The school has invested in different types of resources to support young people with Autism, ADHC, SEMH and Special Educational Needs and Disability including ELSA training, Forest School. The Mill Adventure base, Felley Farm, The Woodland Zone, Wellbeing support, Occupational Therapy and literacy and numeracy interventions. An accredited personal development and wellbeing award will be rolled out starting in September 2025.

It is important to note that where the school is unfamiliar with a particular need, staff will attend appropriate training courses to meet those requirements in line with the Local Authority contracted agreement/staff development.

Section 13 of the Children and Families Act 2014 clearly stipulates that 'The parents of children with statements of SEND currently have [a right] to express a preference for the school they wish their child to attend and those young people in education and training (including further education.) Therefore, it is crucial that the teaching offered by Pollyteach is of High quality, adapted, scaffolded and personalised and will meet the individual needs of our learners with SEND as well all learners on roll at the school.

It is paramount that Pollyteach understands their statutory duties and responsibilities under the reforms in the Children and Families Act 2014 concerning children in their care who have or may have special educational needs or disabilities (SEND).

Therefore, all teachers, the strategic role of SENDCO, governors, the leadership team and Headteachers must embrace SEND as a central part of Pollyteach's robust systems and procedures to meet the needs of all young people with SEND.

Pollyteach School Arrangements - SEND

Pollyteach will ensure that it delivers a high-quality level of teaching which incorporates adaptation and a personalised curriculum that will meet the individual needs of most learners attending the school. Some learners require different educational support and may need external intervention from multi-agencies and other educational providers.

How Will We Embrace S.E.N.D?

The Governance and staff at Pollyteach recognise and embrace the fact that all of our learners have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a joyful, peaceful, exciting, and positive educational environment where all learners can develop and maximise their full potential and become confident, independent and assertive individuals.

Part 3 of the Children and Families Act 2014 - Section 19 of the Act sets out the general principles that local authorities must have regard to when supporting children with disabilities and young people and those with SEND under Part 3 of the Act. Local authorities must pay particular attention to:

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- the views, wishes and feelings of children and their parents, and young people.
- the importance of them participating as fully as possible in decision-making and providing the information and support to enable them to do so; and
- supporting children and young people's development and helping them to achieve the best possible educational and other outcomes.

Pollyteach aim to:

- Make sure that our curriculum is receptive to all of our learners whatever their individual needs.
- Promote positive attitudes, individual confidence and self-esteem, ensuring that all of our learners experience success and reach their potential.
- Ensured learners are, assessed early on, planned for, maintained records and frequently reviewed pupils' 'Special Educational Needs' (*Assess, Plan, Maintain, Review.*)
- Encourage and ensure parent(s)/guardian(s)/ Carer(s) are actively involved in planning and supporting at all stages of their child's educational and personal development.
- Make effective use of multi-agency and support services.
- Implement the SMART process - **S**pecific, **M**easurable, **A**chievable, **R**elevant and within a **T**ime Scale to meet learner (s) personal needs.
- To consider the wishes of the learner(s) and to place them at the heart of their learning journey wherever possible.

Responsibility

Governance And Headteacher

The Headteacher has complete responsibility for the management of provision for learner(s) with 'Special Educational Needs' and must endeavour to keep the Governance fully aware and works closely with the SENDCo.

Headteacher, has a legal responsibility for overseeing all aspects of the school's work, including provision for learners with special educational needs, hence ensuring that the necessary provision is made for any learner who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and ensure the appropriate staffing and funding are available to fulfil arrangements in this fundamental aspect of the school.

Governance works with the school to review and monitor the provision for learners with Special Educational Needs.

SENDCo

The Children and Families Act 2014 Section 67 of the Act requires schools to have a SEND Coordinator (SENDCO) and to ensure that SENDCOs have qualifications and/or experience. The Special Educational Needs Coordinator (Rebecca Chalkley) who has the required NASENCO qualification. As the SENDCO, she works closely with all staff, parent(s), guardian(s) and carer(s), as well as multi-agency provisions as appropriate to ensure the most paramount support for the pupil(s) with 'Special Educational Needs' is acknowledged and

dealt with effectively.

SENDCo Areas of Responsibility:

- To oversee the day-to-day operation of the school's SEND policy, coordinating provision for learner(s) with SEND.
- Ensure an early intervention with the involvement of parents, guardian(s) and carer(s) concerning SEND issues.
- Assisting in identifying learner(s) with 'Special Educational Needs' and bringing this to the attention of the Headteacher, Teaching Staff and other team members as appropriate.
- Assessing to identify learner(s) with 'Special Educational Needs', assessing, planning to maintain their progress in line with the school's SEND policy.
- Working closely with the Designated Teacher for Looked After Children (LAC) and advising on the costs of resources in line with the allocated budget will assist in meeting the pupil(s) needs efficiently and effectively.
- To work closely with the Occupational Therapist and Deputy SENDCo to provide strategic support
- To work with other schools, educational psychologists, School Nurses and Health Care Professionals and independent or voluntary organisations as and when required.
- Being a focal point with external agencies, especially the local authority, including SENAR and key support agencies.
- To liaise with potential educational providers to ensure learner(s), parent(s), and guardian(s) are informed about further options and to ensure a smooth transition is planned for the SEND pupil(s.)
- To ensure that staff can continue professional Development in liaison with the Headteacher and liaise with the Governance representatives for SEND.

Teaching Staff

Staff are involved in developing the school's SEND policy and implementing the procedures for identifying, assessing, and making provision for pupils with SEND, including planning for differentiation and adaptation. The identification of SEND is built into the overall approach to monitoring the progress and development of learners. Staff are responsible for working with learners daily and closely monitoring learners involved in interventions away from the main class as well as being able to recognise signs of additional needs and liaising with the SENDCo accordingly to ensure early identification. Staff work closely with each other to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. "Every teacher is a teacher of SEND". Staff are responsible for updating pupil profiles, reading and implementing provision in EHCP's, completing APDR's where appropriate. Staff are also responsible for updating parents/carers/guardians about learner's progress towards EHCP targets and outcomes.

Specialist Provision And Facilities

Any learner referred to Pollyteach with 'Special Education Needs', the Headteacher / SENDCo will discuss with the parent(s)/guardian(s)/ Carer(s) as

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part of the referral process. In the interim, once the referral has been considered, the previous school and support agencies are contacted as appropriate to acquire additional information. The members of the teaching team are SEND trained; and have a responsibility for teaching learner(s) with learning difficulties/disabilities. Should any specialist advice and support be required, this will be arranged.

Pollyteach has facilities such as access for wheelchairs, evacuation chairs and accessible toilets. If a learner(s) joins the school with a disability, the SENDCo and staff ensure that all appropriate team members are informed about effective management and teaching strategies and that other learner (s) are informed as appropriate.

Pollyteach seeks advice from outside agencies wherever possible on how best to provide for the child's needs, and this advice is accessible to the adults working with the child through the learner files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENDCo and Governance responsible for Special needs liaise regularly to discuss provisions within the school for all children with SEND.

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective and identified at the earliest point.

The training needs of the staff are reviewed as part of the CPD process in school.

Managing And Co-Ordinating The Provision

The Headteacher will meet regularly with the SENDCo. A fundamental aspect is to ensure team briefs are undertaken to update teachers and mentors appropriately on any surfacing issues. The latter will assist in raising achievement hence identifying additional support that may be required to enhance the learner(s) learning ability. Special Educational Needs are an integral part of Pollyteach.

Pollyteach, School Development Plan. The SENDCo will identify with the SDP to charting any planned intervention to meet SEND requirements. In addition, the SENDCo will meet regularly with staff to review progress, give advice, and monitor the provision of support throughout the school. The latter is dependent on the Special Needs requirements, and this placement may change as the needs of the learner change. There is an opportunity for informal daily contact between staff to discuss concerns.

Parent(s), Guardian(s), and Carer(s) are always kept informed by staff and thus encouraged to be involved in support of their child's education whenever possible. The SENDCo also communicates with Parent(s), Guardian(s), Carer(s), and pupils with Education, Health, and Care Plans have a regular review with the SENDCo. To ensure that all is well through the school week regular check in's and tutor times will happen between the learner and their key person. Key

people will also work with their learners to regularly update learner voice within their pupil profiles.

Admission Arrangements

Pollyteach strives to be a fully inclusive school. It acknowledges the range of issues to be considered in the development process. All learners are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan (EHCP) subject to their parents' wishes unless this is incompatible with the efficient education of other children, and there are no reasonable steps to be taken to prevent the incompatibility.

To ensure that the learner(s) with SEND is in the right provision e.g. Pollyteach they will undertake a **six-week** transition period. This will involve baseline assessments, personalised or bespoke curriculum if required, and one-one support. School will maintain its communication with the local authority and parent(s), guardian(s) and carer(s.)

Learning Strategies For learners(s) With Special Educational Needs/EHCP Plans

Staff Members are qualified and have experience working within the area of Special Educational Needs outlined below.

Social emotional and mental health

- Set tasks that are achievable and give regular feedback on progress.
- Allow opportunities for learners to take on responsibility and give praise when achieved.
- Discuss with learner the type of reward that encourages them e.g certificate, star awards and ensure these are implemented.
- Good interaction with parents, carers and multi-agency workers.
- Wellbeing sessions and ELSA interventions where appropriate
- Emotional literacy is embedded in the wider curriculum and during tutor times

Attention Deficit Disorder (ADD) and Attention Deficit Hyper Activity Disorder (ADHD)

- Staff will use work plans, tick lists etc. as a reminder of what tasks need to be achieved with the learners.
- Establish clearly defined boundaries for behaviour, rules and self-monitoring for completed tasks.
- Build into the curriculum for learning social integration and anger management.
- Ensure instructions are short, precise, and positive to enable the learners to work within set routines and rules. (chunking information)
- Use explicit teaching, pre teaching and chunking information

- Use praise and positive modelling

Autism

- Keep language simple.
- Give pupils time to process what is being said and clarify their understanding.
- Explain changes in advance to minimise anxiety.
- Use picture symbols, i.e., Makaton, Photos and Social Stories, wherever possible to enhance learning.
- Provide a clear structure so that the pupil knows what is expected.
- Identify what environmental factors can trigger episodes of agitation and anxiety, i.e., noise, smells, crowded places and so on.
- Liaise with all those involved in the learners' intervention, i.e., parents, carers, and specialists, to ensure consistency in managing educational and development plans.

Learning Difficulties

Pollyteach will do all that is practically possible to detect and deal appropriately with a learning difficulty which amounts to a “*Special Educational Need.*” The school staff, however, are not qualified to diagnose specific learning difficulties such as dyslexia, i.e., impairment of the ability to recognise and comprehend written words, dysphasia, i.e., causing issues with co-ordination, e.g., writing, or other learning difficulties. The Head of Curriculum and Education will ensure she acquires specialist help for learners with Dyslexia and other disabilities in learning. Pollyteach utilise Nottinghamshire’s whole school approach to identifying traits of Dyslexia as a screening tool and utilise IDL literacy and numeracy screeners for Dyslexia and Dyscalculia. Please note that this is to identify traits, not an official diagnosis.

Safeguarding And Child Protection

At Pollyteach, our priority is the learner(s) welfare, and therefore, there may be occasions when our concern about a learner(s) means that we must consult other agencies even before we contact the parent. The procedures we follow have been laid down by the ‘**Nottinghamshire Children’s Safeguarding Partnership**’ – *“which works with Birmingham Children’s Trust and Birmingham City Council to protect the city’s most vulnerable children. It works with agencies that work with children, their families, and communities to encourage a shared sense of responsibility and to keep children safe from harm.”* **If you want to know more about this procedure, please get in touch with the Headteacher.**

Resources

Pollyteach has many laptops **[some will be equipped with specialist software for pupils with literacy problems.]** There is also an open-access computer suite on site that pupils can use. Specialist software for visually impaired pupils will also be made available. Pollyteach will also explore companies such as:

- <http://www.friendshipcircle.org/blog/category/special-education/>

- <http://www.makaton.org/shop/shopping/browseStore/17462744>
- <http://uk.ixl.com/math/year-11/square-roots>
- <http://www.tes.co.uk/teaching-resource/Literacy-SoW-for-Special-Needs-pupils-6034054/>

The school will endeavour to make reasonable adjustments to aid the prospective or existing learner/staff member. For example:

- Allocating a classroom on the ground floor
- Specialist seating or any other relevant classroom resources to aid and develop learning.
- The kitchen on the ground floor will be equipped with specialist equipment for learners who use wheelchairs.
- There will also be a dedicated Mini-com telephone number for use by Hearing impaired pupils and staff as needed.

Physical Access

- Parents, Guardians, and Carers should be aware that the school site covers a relatively wide area. Where necessity requires learner (s) to move around the building, extra handrails will be fitted as required.
- The building where the school is located complies with current regulations.

Welfare Awareness

- Staff and learners are to be made aware of disability, understand its effects, and accept and support disabled learners as part of School life.
- Appropriate staff inset will be provided regularly to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties, and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour/Wellbeing and Student and Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improving understanding and integration.
- The school will agree with parents on appropriate regular means of communication concerning the student's progress, wellbeing/behaviour issues and the effects of any medication.

Education

- Staff will continue to be made aware of learners with Disabilities or Special Educational Needs by the Heads of Centres, Wellbeing staff, SLT/ SENDCo.
- Staff will continue to be made aware of strategies to make "*reasonable adjustments*" within the classroom to not place learners with a disability at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to all learners' learning styles according to their abilities and needs. Such adaptation should be reflected in Pupil profiles/ information pages/ Student voice, Cpoms and

Schemes of Work.

- Implementing reasonable adjustments to classroom management, teaching, and expectations should not prejudice the progress of other learners or their Health and Safety.
- The school provides auxiliary support such as a Key person and will supply other auxiliary aids, e.g., laptops or hearing loops, as and when required.
- The school will ensure that learners with disabilities have their full entitlement to outside visits/activities, including Forest School.
- This will be reflected in adaptations to travel plans, risk assessments, learner-to-adult ratios, and notification to place of visit and pre-visit to the site if appropriate (*See Safeguarding and Child-Protection Policy*)
- Children requiring specific work to improve their mobility can access additional gross/fine motor skills sessions.
- The SEND Team and Heads of Centres will ensure that disabled learners(s) can access suitable furniture, classroom adaptations, aids, and resources (laptops, pens, scissors etc.)
- In assessing any learner, the school may take such advice and require such assessments, e.g., Educational Psychologist's report and recommendations as it regards as appropriate.
- The school follows Department for Children, Schools, and Families (DSCF) guidelines and procedures to enable all children with disabilities to have equal access to national assessments.
- Learners (s)/staff have access to outside agencies that will support and advise them regularly.

Conclusion

The school desires to enrich the lives of all our learners by pursuing an inclusive policy, reflecting the diversity of our community and our school values. In addition to this, the school places equal importance on ensuring that no learners' education and progress is impaired by the disability of another.

Pollyteach strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of learners, employees and members of the school community, everyone is equally valued and thus treats one another with respect. Learners can experience, understand, value, and embrace diversity.

The SEND Coordinator (SENDCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEND policy and provision in the school to raise the achievement of children with SEND. The SENDCO takes day-to-day responsibility for operating the SEND policy and coordinating the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCO also provides related professional guidance to colleagues to secure high-quality teaching for children with SEND.

The SENDCO, with the support of the head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining

effective teaching through the analysis and assessment of learner's needs by monitoring the quality of teaching and standards of learners' achievements, and by setting targets for improvement. The SENDCO should collaborate with curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect. **(See SENDCO Handbook –**

Section 2: The role of the SENDCO for more details.)

- To facilitate the needs of SEND children entering school, the SENDCO will liaise with pertinent outside agencies, parents and previous educational providers to ensure that the pupil's needs can be addressed on admission **(The Head Teacher will take on this role until such vacancy can be filled.)**
- The school ensures that money allocated through 'Pupil Premium' and the Audit system for SEND children is used solely for their benefit to provide resources and support. The school has on-going systems to identify learners who may need extra support.
- Through liaising with outside agencies, suitable financial support will be sought for learners with disability and special educational needs.
- To achieve our aims, the school has produced this Disability/Accessibility Policy.

The school community will: -

- Review the school's Disability Policy and Accessibility Plan at least every three years.
- Make recommendations to improve the accessibility of its education to learners or prospective learners with disabilities by means of reasonable adjustments.

Complaints Procedure

Pollyteach 'Complaints Procedure' entitles every learner with a complaint to have that complaint dealt with, if necessary, by a senior member of staff, i.e. Head Teacher, Deputy Head or teacher, who will deal with any complaint from a pupil with a disability. *(See Complaints Policy for detailed procedure)*

Review And Evaluation

Parents/guardians, staff and learners are in contact regularly, both formally and informally, to plan outcomes, revise provisions and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject teachers
- Analysis of learner tracking data and test results for individual learners and for year groups
- Value-added data for Learners on the SEND register
- Monitoring of procedures and practice by the SEND Board of Governance three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles; Personal Development Progression Plan and review meetings
- The School Improvement Plan

