

# SEND Policy

## Embleton View

### Definition of 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.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability, which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions. *SEN Code of Practice (2015, pg. 15)*

### Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015)*.

### The kinds of special educational need for which provision is made at the School

Embleton View is specialist school who offer full-time, long-term placements. We deliver education provision for up to 40 students across 3 sites. Embleton View offer person-centred packages of education and support for students, which include therapeutic support. We work with students who find themselves marginalised from conventional schools and other specialist schools because of their behaviour, vulnerability or other challenges. They may be permanently excluded or simply disengaged. All have special educational needs (SEN), including social, emotional and mental health needs (SEMH) and autistic spectrum disorder (ASD). Often, they have challenging home circumstances which can affect their capacity to engage and develop within conventional learning environments.

Decisions on the admission of students with a statement of special educational need /Education, Health and Care plan are made by the Local Authority. The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage those with special educational needs.

### Information about the policies for making provision for students with special educational needs whether or not they have EHC Plans, including

How the school evaluates the effectiveness of its provision for such students. Each review of the SEND priorities will be informed by the views of the student, parents and staff, including therapy, medical and educational psychology professionals and the assessment information will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress as:

- Significantly slower than that of their peers starting from the same baseline
- Failure to match or better the child/young person’s previous rate of progress
- Failure to close the attainment gap between rate of progress
- Widening the attainment gap

For students with a statement of special educational needs/Education, Health and Care Plan there will be an annual review of the provision made for the student, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Advisory Board.

### The arrangements for assessing and reviewing the progress of students with special educational needs

Every student has their progress tracked on an on-going basis but formally three times a year. In addition to this, students with special educational needs may have more frequent assessments. Using these enables us to see if students are increasing their

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level of skills in key areas. If these assessments do not show adequate progress is being made, priorities will be reviewed and adjusted.

### **The approach to teaching students with special educational needs and disability**

High quality teaching, differentiated for students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and robustly review the quality of teaching/therapy for all students, including those at risk of under achievement. This includes reviewing and, where necessary, improving staff understanding of strategies to identify and support students, and their knowledge of the SEND most frequently encountered.

We follow the Ofsted standards in judging the Quality of Education, and in meeting the standards the school employs some additional therapy/teaching approaches, within an integrated approach.

### **Adapting the curriculum and learning environment for students with special educational needs and disability**

Within our school we have a high level of expertise in differentiating the curriculum and ensuring students access learning to the best of their ability. Some learning programmes involve individualised outcomes and the required level of support need per student.

### **Support that is available for improving the emotional and social development of students/young people with special educational needs**

We understand that an important feature of our services is to enable all students to develop emotional resilience and social skills, both through direct therapy/teaching and indirectly with every conversation staff have with students throughout the day. For some students with the most need for help in this area we also can provide the following: access to educational psychology, 1-1 counselling, group counselling, SALT, therapeutic 'Thrive' approach by all staff, access to senior staff, referral to health services CAMHS etc. We also provide low stimulation environments and safe areas for students in order to keep them and other students safe.

### **The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of students are invited to discuss progress on number of occasions a year and they receive a written report within the context of the Annual Review process and an end of year progress report each year. In addition, we are happy to arrange meetings outside these times.

### **The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

LA provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities They empower parents to play an active and informed role in their child's education. They can be contacted on respective county council websites.

### **Legal Status:**

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

### **Applies to:**

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours
- All staff (teaching, support and admin staff), the Proprietors, agency staff and volunteers working in the school.

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- Visitors and contractors accessing the site.

**Availability**



This policy is made available to parents, staff and students as a hardcopy upon request from the school office.

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Related Documents:**

- Inclusion Policy and Statement
- Curriculum Policies
- Assessment Policy
- Able Gifted and Talented
- Single Equalities Policy
- Subject Policies

		
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