



SEND Policy – (To be read in conjunction with Admissions Policy)

Approved by:	Rob Pritchard
---------------------	---------------

Last reviewed on:	01/09/2022
--------------------------	------------

Next review due by:	01/09/2023
----------------------------	------------

Information about the school policy for pupils with SEND will be published on the website and form part of the local Offer in each Local Authority.

The Seeds School is an independent special school. We provide day education for young people at KS4, including children in care, who have a range of social, emotional and mental health needs and also pupils who demonstrate behaviours associated with autism. Our pupils, who may also have a range of complex learning difficulties and or communication difficulties, and whose local authority is unable to provide specifically for their Education, Health and Care Plan, require specialist support and intervention. Before joining our school and as a result of their specific learning needs many of our young people will have been unable to access an educational curriculum effectively. The Seeds School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

VISION

Pupils who attend The Seeds School may have an Education, Health and Care Plan (EHCP) which identifies the school as the most appropriate provision for the young person. The Education, Health and Care Plan identify the young person's primary and additional needs. These needs are reviewed annually through the Annual Review of the Statement or Education, Health and Care Plan.

AIM

The academic progress together with the progress made against the pupils' individual objectives written into the EHCP, is monitored regularly by the Headteacher and the Managers. Where pupils are not making expected progress, staff work together to design, implement and evaluate specific, personalised interventions to remedy the situation. The school will communicate with parents/carers and placing authorities about interventions and will work alongside parents/carers to enable them to support learning at home.



The Seeds School is committed to providing an appropriate and high-quality education for children and young people with special educational needs.

We believe that all our pupils, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

PROVISION

At The Seeds School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- Pupils who need support to learn English as an additional language (EAL);
- Pupils with special educational needs;
- Pupils with physical disabilities;
- Pupils who are looked after by the local authority;
- Pupils who have significant gaps in their education and learning experiences as a result of disrupted schooling;
- Pupils who are young carers and those who are in families under stress;
- Pupils who are at risk of disaffection and exclusion.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture group, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At The Seeds School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts which enable every pupil to achieve their full potential.

SUPPORT

The Education, Health and Care Plan document outlines the needs of each child and recommend the provision, resources, approaches and multi-agency involvement required to



meet those needs. The overall objectives of the Education, Health and Care Plan are broken down into smaller targets on the young person's Individual Education Plan (IEP). Individual Education Plans are drawn up each term by the child's Education Key Worker/Form Tutor. Targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are regularly reviewed, and all evidence is recorded. We use continual teacher assessment to identify how well pupils are making progress academically, socially and in terms of identified behavioural needs. We use this information to tailor learning to work on any areas that need to be developed.

At The Seeds School we work closely with other professionals wherever possible to ensure that all of the needs that are outlined on the Education, Health and Care Plan are met. Pupils with EHCP's are inclusive to the arrangements for external activities and extra curriculum.

Pupils have daily contact with their Education Key Worker, this is the first point of contact for parents and carers through **daily** email or phone contact.

In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the tutor and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

We provide support to parents / carers of pupils with SEND through regular contact, information sharing and termly progress reports.

Arrangements and support for Children Looked After are detailed within our Admissions policy.

Specific support is provided at key transition points. At the end of Key Stage 3 parents / carers may talk to the SENCO about choosing options for Key Stage 4 for their children with SEND.

Similarly at the end of Key Stage 4 parents / carers may approach the SENCO for support relating to Post 16 options.

Additional support to families is available through the local authority.

Contact for parents/carers: Mrs Karen Rolls. TEL: (01952) 630710



ADDRESSING SPECIAL EDUCATIONAL NEEDS

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to current attainment as a minimum in each subject.

In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEND Code of Practice 0 -25 (January 2015)

Communication and interaction needs refer to those students who experience difficulty with speech, language and communication

- **Cognition and learning** needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general
- **Social, emotional and mental health** needs, as manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention or forming attachments with adults also fall into this category.
- **Sensory and / or physical** needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available

Personalised to meet Individual Needs

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of pupils and will encourage peer working and collaborative learning. Differentiation takes a variety of



forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate.

Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any pupils.

MULTI AGENCY APPROACH

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Speech and Language Therapy; Occupational Therapy, Movement Therapy, Education Psychologist, CAMHS, Social Care, Connexions (or equivalent) and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and offer training and advice whenever necessary.

We offer access to a number of interventions including inclusion groups that focus on reducing anxiety and promoting positive self-esteem and body image, these specialist sessions are planned and led by our therapy team. We also work closely with the Police Authorities around issues of sexual exploitation, staying safe, appropriate use of the internet and anti-bullying. Family support sessions are also run by the therapy team where pupils and family members are provided with the opportunity to work through specific issues and difficulties in a controlled and safe, professionally managed environment.

We encourage pupils to use their student voice to raise any concerns or issues that they have through which meeting regularly and discuss any issues to the fore. With Key worker. Pupils are also involved in planning for their individual targets through IEPs, Annual Reviews and in selecting their individual learning targets.

The primary aim of the bespoke curriculum that is offered at The Seeds School is to maximise the personal development and well-being of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The two areas of Education and Therapy work together in supporting the individual needs and well-being of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations.



The Role of the SENCO

At The Seeds School, the SENCO will coordinate, manage and review the provision for pupils with Special Educational Needs and/or Disability. With the support of the SLT and proprietor, he takes responsibility for the day-to-day operation of provision vision made by the school for pupils with SEND and provides professional guidance for all staff in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

This includes, but is not limited to:

- Monitoring the day-to-day operation of the school's SEND policy.
- Liaising with and advising all staff
- Co-ordinating provision for young with special educational needs.
- Reviewing all policy and official documentation in good time.
- Ensuring lines of communication with parents of children with special educational needs are open and accessible, and encouraging effective home-school partnerships to develop.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies in order to access additional and relevant support for those pupils for whom it is required.
- Promoting a child-centred approach to provision throughout the school.
- Encouraging a joined-up approach to provision.

Roles and Responsibilities When considering the provision for pupils with SEND at the Seeds School, the following members of staff are key to ensuring a cohesive and collaborative approach:

- Rob Pritchard, Headteacher
- Karen Rolls - SEND Manager
- SEN TAs

The SEN Policy is reviewed annually by the SEND Manager as part of The Seeds School monitoring and evaluation cycle. The review includes looking at the effectiveness of identification and provision, efficiency of record keeping and resources, with the aim of continually reviewing and improving our provision.