

Version	Date	Updated by
1.0	13-09-23	Cate Tumman

## SEND Policy (Including EHCP)

### Special Educational Needs Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

### Introduction

Silver Linings School recognises that every student is an individual developing at a unique pace, academically, socially and emotionally. All of students referred to the School have been assessed and identified as having additional needs due to their behaviour, attitude to learning, learning disability or specific medical issues. Therefore, all students receive Special Educational Needs (SEN) provision.

### Objectives:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance, provided in the SEND Code of Practice
- To operate a “Whole student, whole school” approach to the management and provision of support for special educational needs
- To provide support, training and advice for all staff working with special educational needs students
- Promote positive attitudes to learning
- Provide students with equality of opportunity and promote social inclusion
- Raise educational achievement especially in relation to literacy and numeracy
- Promote students’ personal, spiritual, moral, cultural and social development as an integral part of their experience
- Foster positive relationships based on trust and safety
- Develop students’ self-esteem and self-worth
- To engage with and monitor the progress and strategies of young people with EHCPs including annual reviews, working with parents/carers and other professionals as well as the individuals’ needs and wishes
- Work in partnership with parents/carers
- Work in partnership with all relevant support agencies
- When necessary, support a student through the assessment for an Educational Health Care Plan

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## Delivery and Success Criteria for the SEND Policy

All members of staff are responsible for meeting the needs of students with SEN through implementing and ensuring that appropriate provision is in place within their remit e.g. curriculum planning, differentiation, target setting in accordance with the 2015 SEND Code of Practice.

This is done through an Assess, plan, do, review cycle. Silver Linings School will support specific additional needs through appropriate interventions as described in the SEND Information Report.

All students progress is formally reviewed on a termly basis.

Students with an Educational Health and Care Plan (EHCP) are also subject to annual reviews. Review meetings are the mechanism by which changes in SEND provision are made. The Annual Review process ensures the following:

- All students are listened to, and plans are implemented which reflect student voice
- Success of individual transition plans which support an increase in attendance and a smooth transition into the educational setting
- Students successfully returning to mainstream education (as appropriate to need)
- The prevention of exclusion and the maintenance of educational provision for those who may be at risk of permanent exclusion in a mainstream setting
- Evidence of more students receiving full time provision
- Students meeting their individual targets
- Improved relationships with staff and parents/carers
- Increased support for core curriculum areas
- Evidence of multi-agency cooperation and involvement
- Assessments completed within agreed timeframes

The person who is responsible for coordinating the day-to-day provision of education for students with SEND and working with external agencies e.g. Educational Psychology Services, CAMHS (Child and Adolescent Mental Health Services), is: The school's SENDCO.

## The Admission Arrangements for students with SEND

Please refer to the Admissions Policy for this information.

## How resources are allocated to and amongst students with SEND:

Silver Linings School is a specialist provision, contracted by SEN Local Authorities. Some students with Educational Health and Care Plans have additional Local Authority (LA) funding to support their additional needs.

## Arrangements for providing access by students with additional needs to a balanced and broadly based curriculum:

- All students receive full-time educational placements- once transition into school is complete (see transition plan policy).
- Full-time provision to students unable to cope within mainstream, including exclusions

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- Therapeutic interventions
- A broad, balanced, relevant and differentiated curriculum which is designed to meet the needs of individual students according to their age, ability, social and emotional development
- Multi-professional case discussions take place about each student, where strategies and learning programmes are discussed at regular intervals to accelerate progress
- Individualised and differentiated activities and programmes of work for all students
- Staff are provided with appropriate training to enable them to support individual and group needs
- Individualised curriculums developed around the individuals' needs, including differentiation and support as required to meet their needs
- Individualised curriculums developed based on their EHCP outcomes
- Off-site education for students who are struggling with the school environment- for short periods and reviewed regularly

### How the Senior Leadership Team evaluate the success of the education which is provided to students with SEND

The Senior Leadership Team meets on a weekly basis, where teaching and learning are discussed and monitored, including all matters relating to SEND.

The monitoring of SEND provision is based on the following:

- Daily briefing meetings which enable staff to discuss and support concerns and issues as they arise
- Cycle of Student Review meetings where further discussions and decisions can be made
- All members of the Senior Leadership Team are involved in the monitoring of the curriculum through the observation of teaching and learning
- There are weekly staff development (CPD) opportunities and meetings
- The views of parents/carers and students are sought on a regular basis via parent- teacher meetings, daily communication, phone calls and feedback questionnaires
- Monitoring of student progress and attainment

### The role played by the parents/carers of students with SEN:

- All parents/carers are welcomed and positive relationships are promoted between home and school at all times
- Regular communication and contact is maintained between teachers, support staff and parents/carers
- Parents/carers are always invited to reviews and are informed of/involved in any issues relating to their child

### Specific Medical Needs:

Silver Linings School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

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## Appendix 1 FAQ

### Identification of Special Educational Needs and Disabilities (SEND)

#### 1.1: How does the school identify young people with special educational needs and disabilities?

- The student's voice
- Discussions with, and between, teachers and parents/carers
- Monitoring of the student's progress and attainment
- Changes in the student's behaviour or rate of progress
- liaising with professionals and agencies
- Assessment and screening at the point of admission

#### 1.2: What should I do if I think my child has needs that have not already been identified?

The child's key adult is the initial point of contact for responding to parental/carer concerns. If parents/carers continue to have concerns, then they should contact the Headteacher.

### My Child has SEND

#### 2.1: My child is identified as having SEND, who will oversee and plan their education programme?

Teachers have a duty to provide learning opportunities and tasks as part of the daily organisation and management of the curriculum. These are appropriately matched to the needs of individual students.

The SENDCO has a more strategic role overseeing the education programmes of all students with SEND across the school. The SENDCO supports staff in planning for the needs of individual children.

Termly SEND student progress meetings will be held between the Headteacher, SENDCO and every class teacher to monitor and evaluate the provision of every child who is identified with SEND.

#### 2.2: How will I be informed/consulted about the ways in which my child is being supported?

- Parents/carers are provided with termly progress monitoring reports about their child.
- There are two meetings in the annual calendar for parents/carers to discuss their child's progress with teachers at the school. (Annual Review and Parents evening)
- Additional meetings can be arranged at any time and may be supported by the SENDCO, subject lead teacher, or a member of SLT if required.
- Parents/carers receive a Termly mini reports and Annual full School Report which outlines their child's achievements and targets for future learning.
- For students with an EHCP, Annual Reviews will provide a review of progress and identify priorities for the future. Parents/carers are asked to contribute to Annual Reviews through written statements or verbal contributions during the review meeting.
- Reports from outside agencies or professionals (for example SALT/OT/EP) will be provided to parents as part of the Annual Review process. Our SENDCO will be able to talk parents/ carers through the reports where this is helpful.

#### 2.3: How will the school balance my child's need for support with developing their independence?

At Silver Linings School we aim to enable all our students to develop independence through creativity, connection and

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confidence. This is our key vision and so we have carefully constructed the curriculum with this intent in mind. Opportunities for independence are provided throughout all aspects of the curriculum and we monitor and review our practices to ensure this is the case and that we are preparing our students for adulthood from the earliest of years.

#### 2.4: How will the school match / differentiate the curriculum for my child's needs?

- When a student has been identified with special needs, their work will be differentiated by teachers to enable them to access the curriculum more easily
- Teaching Assistants (TAs) may be allocated to work with the student 1-1 or in small focus groups to target more specific needs
- If appropriate, specialist equipment may be given to the student e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors etc

#### 2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment and speech and language difficulties?

At Silver Linings School, we identify the individual needs of each student and plan the teaching strategies accordingly. This may mean the use of visual aids, adapted or additional resources or additional teaching support. In addition the physical learning environment can be adjusted to meet the individual needs with options of preferred working space e.g. desk, soft seating bean bags

#### 2.6: What additional staffing does the school provide from its own budget for children with SEND?

At Silver Linings School, we incorporate all of the required specific support as outlined in the EHCP within the cost of the placement fee negotiated. In most circumstances the needs of students with SEND will be met through the programmes and staffing provided as part of Silver Linings core provision. However, in exceptional circumstances, it may be necessary for additional support to be provided. The decision to provide additional provision is based on a case by case basis and driven by the exceptional needs of particular students with SEND.

#### 2.7: What resources and equipment does the school provide for children with SEND?

Provision of equipment is based on the individual needs of students, but could include:

- Specific equipment purchased following advice from specific professionals, for example, occupational therapists may suggest specific equipment to help students to self-regulate or develop their gross and fine motor skills
- Writing aids, reading aids

### My Child's Progress

#### 3.1: How will the school monitor my child's progress and how will I be involved in this?

At Silver Linings school, we do not measure students' progress in learning against national age-related expectations as this would not be appropriate, given that any child with SEN learns at different rates and expectations.

Teachers continuously assess what students can achieve, what progress is being made and the next steps for their learning.

Teachers use a variety of evidence when assessing progress and attainment, including questioning and formatively assessing during lessons, evidence from students' books and the learning tasks they complete, more formal test results including reading and spelling ages, and information from intervention programmes.

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This assessment is recorded with small step achievement evidenced.

**3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

When a young person's Educational Plan is reviewed, assessment is made by the teacher against each target to indicate what progress has been made. If the student has not met the target, the reasons for this will be discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the young person is enabled to make progress.

Parents and carers are part of the EHCP Annual review process.

**3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

Additional meetings can be organised to discuss your child's progress depending on the circumstances. You should initially make an appointment to see your child's key adult but the SENDCO or another appropriate staff member may attend these meetings as needed.

**3.4: What arrangements does the school have for regular home to school contact?**

We encourage you to talk regularly to your child's key adult as this provides a valuable means of communication between home and school.

Please also see section 2.2 above.

**3.5: How can I help support my child's learning?**

The best way to support your child's learning is to support them in daily independent tasks and curriculum activities, such as reading, and taking an interest in and assisting them to complete their homework.

For more specific, individual suggestions about how to support your child's learning please speak to your child's teacher.

**3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?**

When required, we offer training for parents and carers on site at Silver Linings School. We might signpost parents to a particular course or learning event which would be of particular interest or that relates to the specific needs of the child. Silver Linings provides simple leaflets with key facts for Literacy and numeracy to support learning at home.

**3.7: How will my child's views be sought about the help they are getting and the progress they are making?**

- Students who have an Education Health and Care plan (EHC) are involved in their annual reviews by sharing their thoughts with a TA or their key adult, or by writing a report about their year. This is then included in the annual review meeting
- We also encourage our students to reflect on their learning each lesson
- We encourage children to actively use the student voice box for Ideas and views

**3.8: How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and students take part in this evaluation?**

- The SENDCO is responsible for evaluating the overall effectiveness of the SEND provision. At a whole school level the progress and attainment of all students with SEND is evaluated. This is to identify where the most or least progress has been made and what information this provides us with regarding the standard of our quality first teaching and differentiation

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- The SENDCO also uses national and local data, to identify patterns and trends in data and to plan appropriate next steps to act on the points that have been identified
- The SENDCO is also responsible for evaluating the impact of any intervention programmes. The SENDCO identifies whether students have made progress whilst completing the programme and if they haven't, a discussion takes place to identify what the next course of action should be to support the student
- Information is shared and discussed with the Senior Leadership Team
- Findings form part of the School Improvement/Development Plan
- Students contribute to the evaluation process by providing their thoughts during student's interviews and discussions. Parents contribute to the evaluation process providing their thoughts during termly meetings and annual review questionnaires and reports
- The SENDCO carries out SEN audits with staff to identify knowledge gaps and training needs

## Support for my child's overall well-being

### 4.1: What support is available to promote the emotional and social development of children with SEND?

At Silver Linings School we strongly support the following statement made in the Code of Practice:

'For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve.' (Code of Practice, 2014: 64).

We recognise that emotional and social development can have a huge impact on the achievement and progress of our students and therefore we have dedicated significant resources to this area.

We have a whole school community environment which is inclusive of our school Values of BELONG (Believe Empathy. Love, Opportunity, Nurture, Guidance) to allow us to foster the culture of safety. A calm and positive place where students can access a range of opportunities and resources to support their emotional and social development.

### 4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Please see the school's Positive Behaviour Policy for detail about behavioural support.

### 4.3: What medical support is available in the school for children with SEND?

All school staff have completed First Aid Training and are able to provide basic medical support in school. For students who have identified medical needs, information sheets are displayed in the staffroom and main office so that all staff are aware of their needs. If required, Individual Healthcare plans are written in conjunction with parents and carers.

### 4.4: How does the school manage the administration of medicines?

At Silver Linings School we will administer medication that has been prescribed by a doctor in the UK. If your child has medicine that needs to be given during the school day your child's key adult will talk you through the process and ask you to complete a form agreeing that school staff can administer the medication, the timings and dose.

In exceptional circumstances the Headteacher may agree for non-prescribed medication to be administered but this is the exception to the rule and any decision made will be on a case by case basis.

For emergency use, such as for Nut Allergy Sufferers, Type 1 Diabetic Hypoglycaemia and Hypoglycaemia,

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medication is kept both in the classroom and in the main office.

Care plans are included to identify how and when this medication should be given, and staff communicate with parents regarding any changes to the medication or care plan.

Medicines and First Aid Kits are taken with students whenever they go off site as part of the school party.

Please see our Supporting Students with Medical Conditions Policy.

**4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?**

In situations where a students’ special educational or medical needs or disability require them to have support with eating or toileting, we are able to provide support. In these circumstances we communicate with parents and carers and medical professionals and ensure that a care plan is in place. All arrangements and decisions are based on individual cases.

Please also see our Intimate Care Policy

**Training of school staff in SEND**

**5.1: What SEND training is provided for staff in your school?**

Training needs and CPD opportunities are planned around the needs of the students with SEND and the adults who will be working with them. Priorities for training are based on these individual needs and the areas contained in the School Improvement Plan (SIP).

Training is provided through external courses and workshops or onsite CPD sessions with visiting professionals.

**5.2: Do teaching assistants have any specific qualifications in SEND?**

Staff have a variety of appropriate qualifications and attend regular CPD training activities in line with their duties and responsibilities.

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## Activities outside the classroom including school trips

### 6.1: How do you ensure children with SEND can be included in out of school activities and trips?

At Silver Linings School we have a policy of equality of access to all trips and visits for students with SEND. However, steps need to be taken prior to the visit or trip to ensure that the level of risk for the student and their peers have been assessed and that it is safe for them to attend the visit. As part of this process the leader of the trip completes a risk assessment. This identifies the potential risks and allows strategies to be put in place to ensure the risk is as low as possible. This may include allocating more adults to the trip, or creating an individual plan for a student. It is found that a student is deemed to be high risk to themselves or others, access arrangements will be sought in all cases to ensure they are included.

### 6.2: How do you involve parents/carers in planning the support required for their child to access activities and trips?

The class teacher, the leader of the visit would involve parents/carers in discussions prior to the visit, to share information on strategies that work at home, food preferences, daily routines etc.

## Accessibility of the school environment

### 7.1: How do you ensure that all the school's facilities can be accessed by children with SEND?

Silver Linings Schools seeks to ensure our learning environment is suited to the needs of children with SEND. For example, where possible, students with a hearing impairment are placed in a classroom with good acoustics. Advice from advisory teachers is sought and advice put in place, based on the individual needs of particular students.

### 7.2: How does the school communicate with parents/carers who have a disability?

We cooperate fully with the needs of the parents/carers. The Headteacher would arrange a meeting, or speak to them by telephone, to discuss their needs and how the school could assist them.

For example for parents/carers with a hearing impairment we would communicate via text, email or letters home.

Needs are explored on a case by case basis and every measure is put in place to be accessible to parent/carers- See accessibility policy

### 7.3: How does the school communicate with parents/carers whose first language is not English?

We involve the immediate family and friends to provide a link in the communication with parents/carers whose first language is not English. When appropriate, we would access support from the LEA and other outside agencies to provide translation services to aid the communication process.-See EAL policy

### 7.4: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Silver Linings School will provide a range of support for parents, carers and families as appropriate and required.

Our SENDCO, together with the school's Senior Leadership Team and teaching staff are all exceptionally approachable and are happy to extend support parents/carers and family members

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