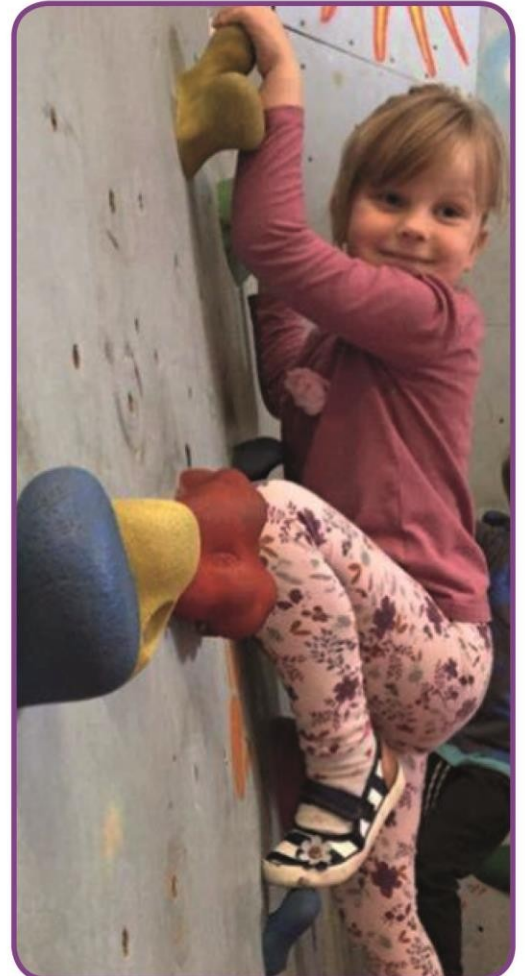


# SEND Policy 2020



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## Aims:

At Peak Education we are committed to providing a high-quality education for all our students, including those with special educational needs and / or disabilities.

A young person may be described as having a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings.

The Special Needs Policy should be viewed in conjunction with other policies, in particular the policies for **Learning and Teaching, and, Assessment and Behaviour**. This policy has been updated in response to the **Children and Families Act 2014** and the **SEND Code of Practice 0-25 (2014)** and has due regard to legislation, including, **Health and Social Care Act 2012 and the Equality Act 2010**.

The following principles underpin this policy:

- The early and effective identification of young people's needs.
- The joint involvement of children, parents and young people in identification of need, as well decision making about provision.
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of children and young people with SEN.
- Successful preparation for adulthood, including independent living and employment

## Roles & Responsibilities:

### The SENDCO

The SENDCO is Rebecca Unett ([Rebecca.unett@peak.co.uk](mailto:Rebecca.unett@peak.co.uk))

They will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Education Health and Care plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

- Deliver training to staff on specific needs of students to enable effective understanding and intervention
- Ensure that students with SEN are provided with equal opportunities to peers and are able to participate in all activities.
- Work with the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements to support students in examinations
- Ensure the school keeps the records of all students with SEND up to date and confidential as required by GDPR.

#### **The Headteacher will:**

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered.

#### **Class Teachers are responsible for:**

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review and evaluate each student's progress and development
- Setting high expectations for all students.
- Use appropriate assessment to set targets and work towards outcomes which are intentionally ambitious.
- Use a variety of teaching strategies to remove barriers to learning so that all students can achieve and fulfil their potential.

### Identifying Students with SEND & Assessing Their Needs:

We will assess each student's current skill and levels of attainment on entry to Peak Education. We will strive to build on previous knowledge and learning. Class teachers will make regular assessments of progress for all students and identify those whose progress

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close or widens the attainment gap between the child and their peers

This may include progress in other areas of learning, for example, social and emotional development.

Slow progress and low attainment do not necessarily mean a student has a SEND. We will use various forms of assessment and information from students, parents/carers as well as other professionals to determine whether a young person has SEND and therefore additional requirements to enable them to engage in their learning at Peak.

## Consulting & Involving Students & Parents:

During the admissions interview we will consult with the student and parents/ carers about any SEND and provision requirements. This will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the parents' concerns and opinions.
- Everyone understands the agreed outcomes sought for the young person.
- Everyone is clear on what the next steps are to be.

## Assessing & Reviewing Student's Progress:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teachers and support staff will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

## Student Passports:

The information gained from these assessments and the admissions meeting will be used to create an Individual Student Passport which will outline the individual needs of the student, the support provided by Peak Education, and any strategies or approaches that are required to support achievement. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. The Individual student passport will be reviewed termly to reflect any changes of provision and new outcomes for the student.

## Supporting Students Transitions:

A transition period for all students can be difficult. Therefore, to support this all students will have had careers or transitions advice. All students will have planned destinations. The SENDCO will ensure that transitions are considered and planning for adulthood from year 9, in conjunction with the relevant teams.

When a student is moving on from Peak Education, we will ensure that relevant information is shared with those who require it, in line with GDPR guidelines. We will agree with parents and student's which information will be shared. We will provide support for meetings, appointments and visits to other educational providers as needed to support a smooth transition.

### Teaching Students with SEND:

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated in order to meet the needs of all students.

We can provide a number of personalised interventions to enable students to develop their social, emotional and communication needs; their speech, language and communication skills, or literacy and numeracy skills. Students will be assessed and identified for the most appropriate intervention, and once the intervention is completed reassessed to ensure progress is being made.

### Adaptations:

We make the following adaptations to ensure all students' needs are met:

- Each student is provided with a bespoke timetable that is reviewed regularly and amended to meet the individual's needs
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions at regular opportunities
- Including the student and their family where appropriate to share their views termly to inform individual student passports
- Monitoring, assessment and review of progress by the SENDCO and teaching staff
- Using the provision map to track progress and highlight support provided
- Holding annual reviews for students with Education and Health Care plans (EHCP's)

## Equality:

All extra-curricular activities and school visits are available to all students.

All students are encouraged and supported to take part in adventurous or sports activities/school workshops, trips, residential visits etc. Reasonable adjustments will be made to support our students to access these activities

## Improving Emotional & Social Development:

We provide a nurturing, safe environment and additional focused support for students to improve their emotional and social development using various strategies. This includes:

- Social, moral and spiritual and cultural aspects of learning
- PSHE learning activities
- Enriching curriculum
- Engagement in outdoor adventurous activities
- Small group working opportunities
- Enrichment activities

We have a pro-active approach to bullying and support student's awareness and well-being through a robust programme of PSHE/ SMSC and SEAL.

In addition, the SENDco will work closely with pastoral teams to support individualised behaviour strategies to support students being calm and alert to engage in education effectively.

## Complaints:

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents/ carers of students with disabilities have the right to make a disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Access to reasonable adjustments, including the provision of auxiliary aids and services

## Monitoring:

This policy and information report will be reviewed by Ryan Goodwin/Rebecca Unett **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Head.

**Useful contact numbers (external agencies)****Connect CAMHS and first steps-**

Central Referral hub Roundwell Street Tunstall Stoke-on-Trent

Postcode

ST6 5JJ

0300 123 0984

**Staffordshire CAHMS**

The Bridge

St Georges Parkway

Off Crooked Bridge Road

Stafford

ST16 3NE

01785 221 655

<https://camhs.mpft.nhs.uk/staffordshire>

**Children's Speech and Language Therapy-**

Bentilee Neighbourhood Centre Karin Evans- [KarinM.Evans@ssotp.nhs.uk](mailto:KarinM.Evans@ssotp.nhs.uk)

Dawlish Drive Head of Children's Speech and Language Bentilee Stoke on Trent Staffordshire

ST2 0EU

01782 234481

**Caudwell Children-** 0345 3001348

**Stoke Aiming High Action-** 01782 683129

**Staffordshire SENDIASS**

<https://www.staffs-iass.org/home.aspx>

**The Local Offer-**

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.action?services=1&localofferchannel=5&sr=0&nh=10>

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

**North Staffs Asperger/ Autism Association-** 01782 627002 [info@nsaaa.co.uk](mailto:info@nsaaa.co.uk)