



Blue Sky Learning



S.E.N.D. Policy

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1. Aims

Our SEN policy and information report is created according to the bespoke nature of the underlying aims of our school; aims detailed below:

Blue Sky Learning offers a kinaesthetic approach to learning which includes play therapy as well as sessions to promote well-being

- We aim to provide a highly reliable educational learning centre that offers support with all aspects of the National Curriculum through hands-on activities, kinaesthetic tasks and the option of play therapy.
- To promote well-being using the art of meditation
- To provide ELSA and Thrive support – for individuals or 1:2 or 1:3
- Some children need a further intervention to support them and our trained thrive practitioner will work with these children through individual or group sessions that are personalised to meet their needs
- Some of the difficulties these children may have include:
 - Difficulties with friendships.
 - Getting into trouble at playtime.
 - Finding it hard to settle into the classroom routine/structure.
 - Finding it difficult to manage their strong feelings.
 - Not knowing who to turn to when feelings are too big to manage on their own.

These situations can lead to many different feelings, which can feel overwhelming at times. They might include: anger, frustration, sadness, loneliness, confusion or anxiety. All these feelings are very normal and are felt by many children.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation.

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education

In addition, the following legislation has been taken into careful consideration:

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including s, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires organisations to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018: Information Sharing. This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015) Section 26 requires all organisations, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) Advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Teachers’ Standards (2013) The standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in schools and colleges (2017) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kirsty Burrige: Principal

The above person will:

- Work with the other members in the SLT of BSL and the SEN advisor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support


- Advise on the deployment of the budget and other resources to meet pupils' 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN

The SEN  will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal/SENCO will:

- Work with the SEN  to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers and Learning Mentors

Each class teacher and Learning Mentor is responsible for:

- ❖ The progress and development of every pupil in their class
 - Working closely with any teaching staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
 - Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.3 Assessing and reviewing pupils' progress towards outcomes

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

The teachers and learning mentors will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher at the previous school's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
 - The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.5 Our approach to teaching pupils with SEN

Teachers and Learning Mentors are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions: ELSA, THRIVE.

5.6 Adaptations to the curriculum and learning environment

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

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, highly bespoke lessons to ignite interest in the skills and concepts being investigated.

- Adapting our resources and staffing
- Using digital and non-digital aids, such as iPads, 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.

5.7 Expertise and training of staff

Our SENCO has 2 years' experience in this role and has worked as class teacher and SLT member

This person manages the SEN provision in an ongoing manner.

We have a team of FOUR learning mentors, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in ELSA and WING and THRIVE

5.8 Securing equipment and facilities.

All digital and non-digital equipment is securely locked away at the end of each day.

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires and allowing children to have a voice in their education.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school and some of the decisions taken.
- We have a zero tolerance approach to bullying.

5.11 Complaints about SEN provision

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

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

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 Contact details of support services for parents of pupils with SEN

For parents, the following support agencies can be contacted thus: see also flow chart in appendix 1:

5.13 Contact details for raising concerns

Principal and SENCO: Kirsty Burridge

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

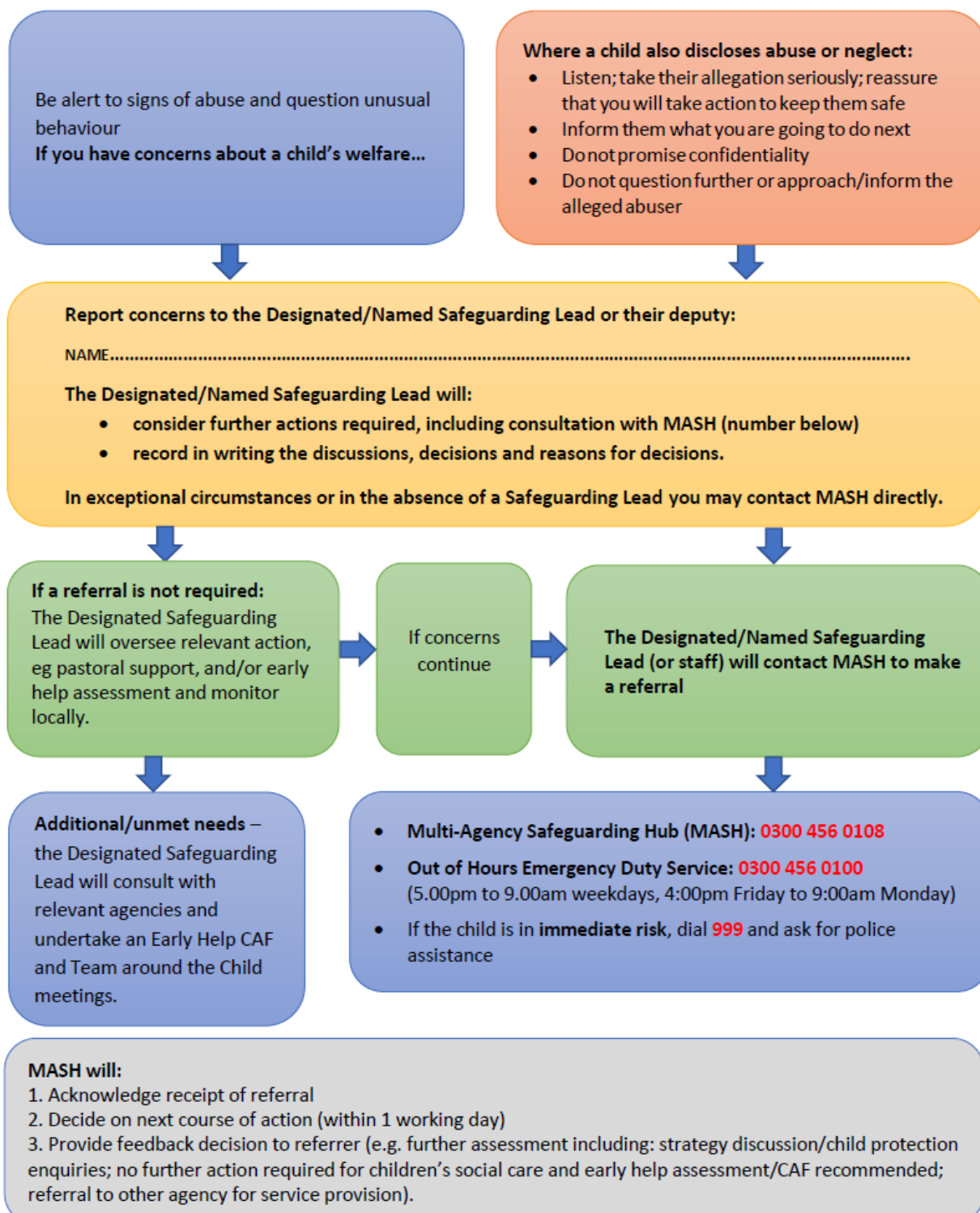
This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

APPENDIX:

What to do if you are worried a child is being abused or neglected

for staff, volunteers and visitors in all agencies and settings



This flowchart is intended for use as a brief guide. Refer to the DfE Guidance [What to do if you are worried a child is being abused](#) for more information, definitions and possible indicators of abuse (including child sexual exploitation).