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## 1. Our Values and Vision for SEND Provision

Our SEND Policy and Information Report aims to:

- Set out how Bere Clinic School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

“All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential.” (SEND Code of Practice 2014).

At Bere Clinic School, we pride ourselves on promoting an inclusive education for all pupils, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences. We strive to foster a safe, warm and caring environment, where all pupils can learn, make progress and develop their full potential.

We embrace and contribute to the holistic model created by the hospital to ensure that both a young person’s health and educational needs are being met. The school’s ethos is centred on personalisation, and therefore our curriculum, whilst broad and balanced, is also relevant and highly differentiated, in order to meet the complex needs of each young person referred to the service and to give them the opportunity to demonstrate progress.

We firmly believe that everyone has the ability to succeed and therefore actively strive to help pupils remove some of their current barriers to learning, realise their aspirations and reach their full potential. We work closely with all partners involved in a young person’s care and treatment programme in a safe yet stimulating environment and value this co-ordinated approach to our provision. We ensure that the views, wishes and feelings of the pupil and parents/carers are central to decision making about their support and what they want to achieve.

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle. Our staff share responsibility in providing a curriculum where every pupil can achieve and are specialists, both in their individual curriculum subjects and in tailoring lessons to meet the needs of all pupils, regardless of ability or need, addressing potential areas of difficulty and removing barriers to achievement.

## 2. Legislation and guidance

This policy and information report (as required) 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special education above ordinarily available 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 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. (SEND Code of Practice, 2014).

### 4. Roles and responsibilities

Everyone in the school community has a positive and active part to play in ensuring that pupils with SEND achieve their full potential. The specific roles and responsibilities of each individual are outlined in **Appendix A**.

All school staff are required to familiarise themselves with this policy and their roles and responsibilities, and to sign and return to Lisa Thompson the SEND Statement (**Appendix B**).

Lisa Thompson is the Deputy Headteacher for the Bere Clinic school, she has a Post graduate certificate in Education NASENCo Award and is an experienced SENCO. So in the first instance matters relating to SEN will be deferred to the Deputy. Due to the unique setting of Bere clinic school it is not typical to have students with a high level of SEN need on roll. However, in the event that a student is admitted who has a level of need beyond the Deputy Headteacher's capacity within school, then Bere Clinic School will seek guidance and utilise the experience of an appointed SENCO from another Elysium school site.

### 5. SEND information report

#### 5.1 Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) identifies four broad areas of need:

**Communication and Interaction** – e.g. *Autistic Spectrum Disorder (ASD), Speech and Language difficulties*

**Cognition and Learning** - e.g. *Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) (e.g. dyslexia, dyspraxia) and Profound and Multiple Learning Difficulties (PMLD)*

**Social, Emotional and Mental Health Difficulties** - e.g. *Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder and behaviours that reflect underlying mental health difficulties*

**Sensory and Physical Impairment** - for example, *Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Difficulty (PD)*

It is appreciated that some young people may have complex needs and therefore have needs in more than one of the areas outlined above.

## **5.2 Identifying pupils with SEND and assessing their needs**

At Bere Clinic, pupils who are behind the expected levels of Maths and English are not automatically identified as having special educational needs but are provided with the teaching they need to make the progress required.

Pupils with special educational needs are identified in a number of ways, including:

- Collation of prior or home school data and information
- Baseline testing where necessary on entry to the school
- Regular cycle of teacher assessments
- More detailed testing of individual pupils as appropriate
- Staff refer pupils to Lisa Thompson, highlighting specific concerns
- Multi-disciplinary team meetings, highlighting social, emotional and mental health concerns

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support and adjustments that are needed.

Pupils with SEND are identified on the SEND Support List which is available to all staff. The Deputy Headteacher is responsible for maintaining the SEND Support List accurately. The speed at which a home school responds to our request for information is variable and this can delay the updating of information.

Pupils with SEND may be identified as either requiring SEND support (K) or an Education, Health and Care (EHC) Plan (E).

- **K** - a pupil with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.
- **E** – a pupil with an EHC Plan. This identifies a pupil with a lifelong and significant difficulty, requiring a Statutory Assessment by a pupil's home LEA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a pupil's strengths and areas of need. It will also specify desired outcomes for the pupil, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame. The Deputy Headteacher endeavours to work closely with any pupil's LEA / school to ensure that all the entitlements of an EHC Plan are still provided. The Deputy Headteacher will maintain Annual Reviews of EHC Plans and a member of the LEA invited to attend. If the school considers an EHC Plan to be necessary, the Deputy Headteacher will contact the LEA of the pupil and begin the referral and assessment process.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LEA.

### **5.3 Consulting and involving pupils and parents**

#### **a) Pupils**

It is essential for all pupils to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND pupils in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets and meet their needs.

Pupils are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other pupils

Pupils participate, where appropriate, in the creation of Personal Learning Plans, which detail their needs, strategies of support and SMART targets.

#### **b) Parents and Carers**

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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

Teachers will work with the Deputy Headteacher Lisa Thompson or a SENDCo from Elysium group to carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous, progress and attainment and 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

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 the impact on the pupil's progress.

### **5.5 Our inclusive approach to teaching pupils with SEND**

It is the responsibility of all members of staff to be aware of the barriers to learning which pupils with SEND experience, whilst holding the highest expectations of them, so that all pupils are able to make good progress and achieve their potential. All staff have been trained on effectively differentiating work and supporting SEND pupils fully in the classroom. Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all pupils to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is used creatively to meet the needs of all pupils across the key stages and with the growing focus on increasing and developing the skills and abilities of those pupils who struggle to access knowledge and understanding- so that they then have the skills to support their growth as learners whilst challenging, developing and widening the skills of all our learners so that full potential is gained for all.

Regular lesson observations and book scrutiny are carried out to continuously evaluate and improve learning experiences for all pupils.

### **5.6 High quality provision and adaptations for pupils with SEND**

There are several systems in place to ensure that our pupils with SEND are supported to achieve.

All staff have been trained on effectively differentiating work and supporting SEND pupils fully in the classroom. Teachers are provided with detailed pupil information to inform their classroom planning. They can readily access this information and strategies provided by external agencies. The Deputy Headteacher and Keyworkers for pupils regularly inform staff of any changes in a pupil's needs.

The Deputy Headteacher liaises closely with staff to ensure that pupils with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support pupils fully in lessons.

Lesson observation and book scrutiny allow teaching to be monitored and support/strategies provided as necessary. Pupils are mainly taught in small groups and therefore have personalised support.

Some pupils will be assessed as needing additional support to maintain progress. This may be a short or longer term intervention. All small group and 1:1 intervention follow an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual pupils.

All provisions within the school will be monitored to assess impact in a number of ways, including:

- Regularly reviewing pupil information and sharing targets and achievements with the pupils and their families
- Key workers reviewing and gaining the opinions of our pupils
- Regularly tracking and monitoring academic progress
- Classroom observation by the Headteacher, Deputy Headteacher

Pupils who require Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support. 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, content of the lesson
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

### **5.7 Supporting pupils with transition and preparing for adulthood**

Pupils are supported at each point of transition, whether this be between key stages whilst they are educated at Bere Clinic School or with their home school.

We liaise closely with home schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a pupil's needs.

*Where applicable further support may be required by the Bere Clinic Clinical team, including occupational therapy.*

Where appropriate, a pupil will be taught life skill lessons to support them in their preparation for adulthood. As SEND pupils move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition.

### **5.8 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress each half-term
- Using pupil questionnaires
- Monitoring by the Deputy Headteacher
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

### **5.9 Collaboration between education, health and social care services**

We work closely with all stakeholders to ensure that the needs of a student are fully met. When necessary advice will be sought from external advisors and professionals concerning appropriate next steps. Not exclusive to but including the appropriate professionals supporting the students with Bere Clinic



### **5.10 Complaints about SEND provision**

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.

## **6. Quality Assurance and Impact**

The Management Committee (MC) will support Bere Clinic School in the implementation of this policy and will include monitoring, evaluation and review. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

It will also be updated by Deputy headteacher & Headteacher if any changes to the information are made during the year.

## **7. Links with other policies and documents**

This policy links to our policies on:

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

## **Appendices**

### **Appendix A: Roles and Responsibilities**

**The Headteacher will:**

- Work with the Deputy Headteacher 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

**The Deputy Headteacher will:**

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school carries out its statutory responsibilities regarding all pupils with SEND including the Code of Practice for Special Educational Needs 2014 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Put provision in place to ensure progress of all pupils with SEND
- Support all staff in understanding the needs of pupils with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and pupil achievement and target setting through Personal Learning Plans

- Advise and support staff on the graduated approach to providing SEND support and setting appropriate SMART targets
- Regularly monitor progress towards targets for pupils with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially local authorities and their support services
- Liaise with home-schools and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEND up to date
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the head teacher and governing body on the evaluation of SEN provision.
- Co-ordinate Annual Reviews and reviews of Personal Learning Plans
- Liaise with SENCo from other Elysium sites for advise if the SEN need is beyond the capacity of the school.

**Class teachers are responsible for:**

- The progress and development of every pupil in their class
- Working with the Deputy Headteacher to review each pupil's progress and development and decide on any changes to provision
- 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
- Ensuring this SEND Policy is followed

**Quality Assurance and Impact**

- The Management Committee (MC) will support Elysium Children and Education in the implementation of this policy and will include behavioural issues as a standing agenda item in each MC meeting.

## Appendix B: SEND Statement

“All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential.” (SEND Code of Practice 2014).

At Bere Clinic School , we pride ourselves on promoting an inclusive education for all pupils, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences. We strive to foster a safe, warm and caring environment, where all pupils can learn, make progress and develop their full potential.

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**Responsibility for SEND :** Lisa Thompson or (SENCo from another Elysium site).

The SEND Policy is No 9 in the policy folder.

- I can confirm that I have read the SEND Policy.
- I have been made aware of my duties to ensure an inclusive education for all pupils.
- I have been made aware of who I can contact
- with any queries or for SEND support.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_