



# SEN POLICY

## (Special Educational Needs)

Date updated – September 2024

Lead – Dawn Best

Status - Current

Prepared by – Dawn Best

Review date – September 2026 or  
sooner if legislation is updated

## **Introduction**

This policy outlines the framework for Best Futures School to meet its duties and obligations to provide a high-quality education to all of its students within the following principles.

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- The curriculum in our school is designed to provide access and opportunity for all children with an Education, Health and Care Plan.
- Our bespoke planning ensures that if we think it necessary to adapt the curriculum to meet the needs of individual children.
- If a child has a special need, our school does all it can to meet their individual needs.
- We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.
- If a child displays signs of having special needs, the teachers will initiate the plan to do and review assessment (developed through assessments from Cornerstones curriculum, PIVATS 5 and support plans) for Education, Health and Care Plan Assessment. (EHCP)
- Appropriate external agencies are involved when making this assessment.

## **Definitions**

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 of a kind generally provided for others of the same age in mainstream schools.

## **Areas of special educational need**

Best Futures School will make provision for students with the following 4 kinds of need:

- Social, mental and emotional health.
- Communication and interaction.
- Cognition and learning.
- Sensory and/or physical.

## **Admissions**

Admission to Best Futures School is determined by consultation in partnership with local authorities and parents / carers. Please see our Admissions Policy for more information.

## **Roles and Responsibilities**

The School and CIC Board has a responsibility to:

- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Appoint a designated teacher for 'Children in Care'.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students are not discriminated against, harassed or victimised.
- Publish annual information via admission policy about the arrangements for the admission of students with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist students with disabilities, and the school's accessibility plan.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the students are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the EHCP Coordinators sufficient time and resources to carry out their functions.
- Provide the EHCP Coordinators with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 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 pupils and possess knowledge of the SEND most frequently encountered.

Kara Bradley is the Designated Safeguarding Lead DSL and is the designated lead for children in care and child protection. Abigail Moore is the Deputy Designated Safeguarding Lead DDSL and together they manage the EHCP (Education Health Care Plans).

The EHCP Coordinators must:

- Collaborate with the Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.

- Work with the school Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Plan and review support for their pupils on a graduated basis, in collaboration with parents, the EHCP Coordinator and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- All teachers will use their best endeavours to meet the needs of ALL children in their class.

## **Involving pupils and parents in decision making**

Effective planning should help parents and children express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Bring together relevant professionals to discuss and agree together on the overall approach.

## **Local offer**

Best Futures School will cooperate generally with the local authority and local partners in the development and review of the local offer. North East Lincolnshire's local offer can be found at: <https://sendlocaloffer.nelincs.gov.uk/>

## **SEND Support**

The interventions can be implemented through a graduated response where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

## **If needs are still not being met**

The relevant teacher or EHCP coordinator, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

## **Assessment**

Best Futures School will, in consultation with the pupil's parents, request a further needs assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

## **Education, Health and Care (EHC) Plans**

Best Futures School will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.

The process of annual review of EHC Plans stated in the Code of Practice 2014 is described below.

## Annual Review of EHC Plans (Education Health and Care) Plans

EHC plans must be reviewed annually. The LA will inform the Head teacher at the beginning of each school term of the students requiring reviews. The Deputy/Head teacher/Lead for Additional Needs will organise these reviews and invite:

- The child's parent/Carer
- The child if appropriate
- A representative of the LA
- Any other person the LA considers appropriate

## Reviewing an EHCP

Best Futures School will:

- Ensure annual review meetings take place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited no later than two weeks prior to the annual review meeting.
- Cooperate with the local authority SEND during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## SEND Tribunal

Best Futures School will meet any request for information in relation to a Local Authority SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## Data and record keeping

Best Futures School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students.

- Maintain an accurate and up-to-date register of the provision made for students.

## **Confidentiality**

Best Futures School will not disclose any EHC plan without the consent of the pupil's parents/guardian with the exception of disclosure:

- To the SEND Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspection.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start transition to alternative education provision.

## **Associated Policies and Procedures**

Best Futures believes it is very important that policies relating to Safeguarding issues, across the school, are read in conjunction between one another.

Child Protection and Safeguarding Policy  
 Admissions  
 Health & Safety Policy  
 Anti-bullying Policy  
 Positive Management of Behaviour Policy  
 Attendance Policy  
 E-safety Policy  
 Nurture Policy  
 Education Welfare  
 Curriculum Policy

Government policies and legislation:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

We also consider statutory and non-statutory related guidance including, but not limited to:

- SEN Code of Practice 0-25. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Supporting Children with Medical Conditions. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)
- Keeping Children Safe in Education. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Working Together to Safeguard Children. [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Proprietor	Dawn Best	Signature	<i>D H Best</i>	Date:	05/09/2024
Principal	Caroline Seagroatt	Signature	<i>C Seagroatt</i>	Date:	5/9/24
Deputy Principal	Jayne Dodd	Signature	<i>J. Dodd</i>	Date:	July 2024
CIC Board:	Rose Best	Signature	<i>Rose Best</i>	Date:	July 2024