



SEND Policy

Reviewed on 20th August 2019

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Statement of intent

REACH values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for REACH to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

REACH will work with the LA, or equivalent, within the following principles, which underpin this policy:

- 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
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Signed by:

Centre Manager

Date:

Directors

Date:

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

2. Definitions

2.1. For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

2.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

2.3. REACH reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

- 2.4. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- 2.5. REACH recognises that:
- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
 - The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- 2.6. The referring school SENCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

- 2.7. Pupils with learning difficulties may require support – REACH will offer learning support in line with the intervention plan written on admission to turnaround programme.
- 2.8. REACH understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The referring school SENCO will ensure that any provision offered will be suitable to the needs of the pupil.
- 2.9. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 2.10. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- 2.11. REACH recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, REACH will provide intervention to support pupils with these difficulties.

Sensory or physical needs

- 2.12. Impairments that prevent or hinder pupils from using REACH's facilities, such as vision impairment (VI), do not necessarily have SEND. REACH will ensure staff understand that:
- Some conditions can be age-related and can fluctuate over time.

- A pupil with a disability is covered by the definition of SEND if they require special educational provision.
- 2.13. Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
- A tendency to set fires
 - A tendency to steal
 - A tendency to commit physical or sexual abuse towards others
 - Exhibitionism
 - Voyeurism
 - Tattoos and piercings

3. Roles and responsibilities

3.1. REACH centre manager will be responsible for:

- Liaising with referring schools SENCO and gathering information
- Ensuring EHCP is followed
- Reporting back to referring school on strategies and data gathered that could assist in writing EHCP or information that could be helpful in annual review meetings.

3.2. REACH key workers will be responsible for:

- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

4. Children with specific circumstances

LAC

- 4.1. Children at REACHI who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- 4.2. REACH recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- 4.3. REACH will liaise with the referring schools designated member of staff for coordinating the support for LAC.

EAL

- 4.4. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

5. Training

- 5.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by centre manager, and external agencies, where appropriate.
- 5.2. Training will cover both the mental and physical needs of pupils with SEND.
- 5.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 5.4. Mental health will be a key consideration for all training that the centre manager participates in, along with any training that staff are given.
- 5.5. During staff induction, all staff will receive SEND training.
- 5.6. Training will cover the following:
 - Identifying SEND in pupils
 - Implementing support measures
 - Monitoring the success of those support measures
 - De-escalation techniques
 - Restraining techniques
 - How to develop peaceful learning environments
 - How to develop lessons so they are engaging for pupils with varying forms of SEND
 - Reasonable adjustments
 - How to help with emotional development

6. Promoting mental health and wellbeing

- 6.1. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
- 6.2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- 6.3. A counselor and therapist will be available where a pupil requires such services.
- 6.4. Where appropriate, REACH will support parents in the management and development of their child.
- 6.5. For pupils with more complex problems, additional REACH support will include:
 - Additional educational one-to-one support for the pupil.
 - One-to-one therapeutic work with the pupil, delivered by mental health specialists.

- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

6.6. REACH will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

7. EHC plans

7.1. REACH will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

7.2. REACH will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

8. Data and record keeping

8.1. The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.