



SEND Policy

Introduction

The Old Post Office Wellbeing Hub (the Venue) is a for-profit Organisation run for the following purpose:

The Old Post Office Wellbeing Hub is a purpose-built space designed to be used by groups to enhance the wellbeing of children and young people, parents and carers, and professionals working in education.

The Old Post Office C.I.C. (the Organisation) is a not-for profit organisation which provides support for children, young people (and their families) who are struggling to attend mainstream education.

The Organisation is based at:

Springlands Farm, London Road, Mountfield, East Sussex. TN32 5LX.

The Old Post Office Wellbeing Hub and the Organisation has a track record of working with students with a wide range of needs. Our ability and skill to engage successfully with the most vulnerable and challenging students in society reflects our willingness and commitment to ensure no one is left behind, we believe this approach enables students to achieve their full potential. The methodology and pedagogy that make up our approach is based on action research and underlined by our values, which we will not compromise on.

We currently provide additional and/or different provision for a range of needs, including but not limited to social, emotional and mental health (SEMH) difficulties, Autism Spectrum Condition (ASC) and Speech, language and communication needs (SLCN). We also provide support, groups and specialist 1:1 teaching for students who require intervention, who are struggling to access school and who are unable to access mainstream education due to medical reasons.

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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) Plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report.

Definitions

A student 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 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.

Roles and Responsibilities

Our SENDCos are:

Anita Barnes and Claire Cavie

They will:

- Work together to determine the development of the SEN policy and provision at The Old Post Office Wellbeing Hub and through the support provided by the Organisation
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching whilst accessing intervention at The Hub.
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of The Old Post Office Wellbeing Hub and the Organisation's budgets and resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with parents, current on-role schools, potential next providers of education and the Local Authority to ensure students and their parents are informed about options and a smooth transition is planned
- Work together to ensure that The Hub meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure The Hub keeps the records of all students with SEN up to date
- At parental or school request, contribute towards Annual Reviews and where applicable Looked After Child (LAC) reviews and Personal Education Plans (PEPs)
- Liaise with the Local Authority and parents about EHCP targets and outcomes
- Ensure staff maintain up to date knowledge of current SEN good practice and methodology to offer support and training to all staff

Tutors working within The Hub

Each tutor is responsible for:

- The progress and development of every student they teach
- Working closely with any specialist staff to plan and assess the impact of support and interventions

- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Plan personalised curricula that consider relevant EHCP targets and student's individual interests
- Be flexible and adaptive in their provision to meet the child's needs

The kinds of SEN that are provided for

The Old Post Office Wellbeing Hub and the Organisation currently provides additional and/or different provision for a range of needs, including but not limited to:

- Social, Emotional and Mental health (SEMH) difficulties, for example Attention Deficit Hyperactivity Disorder (ADHD)
- Communication and Interaction needs, for example Autism Spectrum Condition and Speech, language and communication needs (SLCN).
- Cognition and Learning, for example, Dyslexia & Dyspraxia
- Sensory and Physical needs, for example, processing difficulties, epilepsy

Identification and assessment of needs

We will assess needs on admission, considering previous settings, Education Health and Care plans (EHCP), where designated, and make regular ongoing assessment of progress.

The Old Post Office Wellbeing Hub and the Organisation follow the graduated approach and the four-part cycle of assess, plan, do review. All specialist teachers who work with the student 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 student's progress.

Consulting and involving students and parents

We keep Parents/Carers of students fully informed of the provision being made for their Children and young people. We invite Parents/Carers to regularly review the progress of their Child towards individual targets via the assess, plan, do review process. This will take place termly.

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will try to arrange a Team Around the Child meeting prior to the student starting with us.

Assessing and Reviewing progress

Monitoring progress is an integral part of teaching and leadership within The Old Post Office Wellbeing Hub and the Organisation. The SENDCo's will also review the progress of all students with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the tutor, student and parents to identify any issues and what actions can be taken. This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. Student's with EHCP's will be reviewed via the assess, plan, do review process termly and if requested, The Old Post Office Wellbeing Hub or the Organisation will contribute annually via the SEN Review process.

Supporting students moving between phases and preparing for adulthood

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

As part of our admissions process to The Old Post Office Wellbeing Hub and the Organisation, students and parents/carers will make an initial visit to meet key staff and familiarise themselves with the setting.

For students leaving our setting we will work closely with the destination setting to hand over all relevant information.

Preparation for adulthood and careers are central to the annual review process from year 9. We can support students to explore ideas around interests and aspirations as well as careers related experiences such as work experience and taster days.

Our approach to teaching students with SEN

We aim to ensure that:

- Tutors are responsible for the progress and development of all students in their class by planning appropriate programme of learning
- That support is available for all students via quality first teaching, this will be differentiated for individual students
- All students experience success
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all service providers at The Old Post Office Wellbeing Hub or through the Organisation.
- We regularly assess progress via the process of assess, plan, do, review
- Key targets are taken and broken down from the EHCP

Adaptations to the curriculum and learning environment

We ensure students with SEN are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole academy community by making the following adaptations.

- The curriculum is differentiated to take account of individual needs
- Levels of additional support for learning are matched to the wide variety of individual needs (where funding permits), while enhancing self-esteem
- We meet the needs of all students by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources
- Adapting our resources, environment and staff
- Using recommended aids such as overlays, visual timetables, laptops, pen readers etc
- Differentiating and scaffolding teaching for example allowing increased processing times, pre-teaching of key vocabulary, using alternative form of recording

Training of Staff

Our SENCOs have many years of experience within the field of SEND and education.

Our Specialist Teachers are all experienced in delivering learning for students with special educational needs. Staff are committed to identifying and providing for the needs of all students, in an inclusive environment where student abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that special educational needs are catered for so students can achieve positive outcomes.

The Old Post Office Wellbeing Hub and the Organisation has a programme of staff development which includes training related to specific areas of SEN and other curriculum areas.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of our SEN provision by:

- Regularly reviewing student progress via the process of assess, plan, do, review
- Regular observations of students by teachers and teaching assistants in class
- Social and emotional monitoring tools such as The Boxall Profile
- Monitoring by the SENCOs via 360 degree observations.
- Discussion with parents/carers about the student's progress
- Review meetings with outside agencies if requested
- Annual review meetings if we are requested to take part

Enabling students with SEN to engage in activities

Students with SEN are able to access their entitlement to a broad, balanced and relevant curriculum at The Old Post Office Wellbeing Hub or through the service provided by the Organisation. If we were to offer offsite visits such as forest school, outdoor learning and swimming which are designed to create opportunities to develop self-esteem, communication, independence and self-management, we would ensure all of our students are encouraged to take part in all our activities. No student is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We are committed to supporting the social, emotional and mental health needs of our students.

We adopt a relational/trauma informed approach to supporting our students allowing them to feel safe and secure with opportunities to express their feelings with emotionally attuned adults.

We operate a key adult approach, tutors are matched to students according to need and consultation with the student and their parents / carers.

We offer a number of interventions to support social and emotional development through group and individual support according to needs. Further information about these can be requested from Anita Auer at anita.auer2021@outlook.com.

We promote the personal development, safety health and wellbeing of our students and actively seek our students' voice.

We aim to ensure that students learn in a safe, caring and supportive environment, without fear of being bullied. Bullying is an unacceptable and anti-social behaviour which affects everyone and therefore will not be tolerated.

Working with other agencies/support services for parents and students with SEN

The Old Post Office Wellbeing Hub and the Organisation strive to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Complaints about SEN provision

Complaints or concerns about SEN provision at The Old Post Office Wellbeing Hub or through the Organisation should be made in the first instance to Anita Barnes, who will try and resolve the situation.

This policy is approved and robustly endorsed by The Old Post Office Wellbeing Hub and is due for renewal every year.

Signed _____ *Anita Auer* _____ Mrs Anita Auer (Safeguarding Officer)

Signed _____ *Paul Auer* _____ Mr Paul Auer (Manager)

Date: 24.6.24

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