



Special Educational Needs & Disability (SEND) Policy

Independent School Standards:

Part 1: Paragraphs: 2 (2) (e)

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Our Commitment

All students are welcomed, treated and valued equally irrespective of their identified SEND or the way in which it is manifested.

- We welcome all students with SEND as an integral part of the school community.
- The school is committed to providing effective differentiation to offer curriculum and social access to all students.
- We recognise the need to provide individualised educational and curriculum planning and provision to many of our students.
- We acknowledge that some students will need additional support extending to a one-to-one basis on occasions.
- Teaching and pastoral support may be located in areas outside of the main body of the school when relevant to certain individual needs and situations. The school will provide the best individualised support packages possible and these will be reinforced with specialist advice and the explicit involvement of external agencies when appropriate.
- We recognise the importance of early identification of SEND and will work with other providers of services to ensure that the earliest and most appropriate support is offered to a student. This may involve work with other schools and with families before the child is registered to attend PHOENIXPLACE.
- We are committed to working closely with the families of students with SEND. Parents, guardians and carers of students who attend the school will be respected and valued as partners and communicated with and consulted on a regular basis. They will be fully involved in their child's education and with attendance issues and behaviour management.
- The students have a voice that is both sought and valued within formal and informal arenas. We recognise that students have a right to be involved in decision making about their education and future and the school looks to work with its students as partners and place emphasis on them taking responsibility for their time at the school.
- We will endeavour to work as efficiently and effectively as possible with all agencies involved with the students. A multi-disciplinary approach to SEND will be adopted and developed by the school at every opportunity.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(Jan 2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for students 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 coordinators (SENDCOs) and the SEND information report
- PHOENIXPLACE has a specific duty to educate students with SEND
- PHOENIXPLACE is committed to ensuring that students make progress and achieve well through implementing the details of EHC plans and coordinating the support work of external agencies.

3. Definitions of SEND

A student has SEND 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 other students 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 students or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo can be contacted using the details below:

Dershna Patel

dpatel-sen@phoenixplace.co.uk

07923 253301

QTS (PGCE) / NASENCO / Postgraduate Award of Proficiency in Assessment for Access arrangements (PAPAA) / MA / BSc (Hons)

Please contact Ms Patel in the first instance if you have any concerns about your child's SEND, learning and/or experience at PHOENIXPLACE

The SENDCo will:

- Work with the headteacher and relevant staff to determine the strategic development of the SEND policy and provision in the school
- Support the management and deployment of Teaching and Learning Support Assistants alongside the Pastoral Manager
- Liaise with parents to make sure they are:
 - o involved in the planning of their child's learning
 - o involved in supporting their child's learning
 - o kept informed about the support their child is receiving
 - o kept informed about how their child is progressing
- Have day-to-day responsibility for the implementation and operation of the SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Coordinate provision for students with SEND
- Provide professional guidance to colleagues on the graduated approach of SEND support and work with staff, parents and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Ensure that appropriate additional and specific provision is offered so students can achieve outcomes
- 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
- Monitor and track student progress through the school's assessment procedures and annual reviews
- Ensure the school keeps up-to-date records of all students with SEND

4.2 The SEND Champion (SAP Member)

The SEND Champion will:

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

4.3 The Strategic Advice Panel (SAP)

PHOENIXPLACE have a team of experienced professionals who have worked in senior positions within education and business who are able to offer advice to and support the provision in its development to provide the best possible education and experience to all students. They are responsible for:

- Ensuring that the best possible provision is made for all students
- Ensuring the integration of all students within the school's community
- Ensuring that the budget for SEND & vulnerable students is allocated appropriately
- Meeting regularly to discuss the progress of the provision

4.4 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND
- Monitor teachers' planning and student achievement
- Report to PHOENIXPLACE Strategic Advice Panel on CoP procedures and SEND resourcing regularly

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- The teaching and monitoring of all students in their classes
- Identifying and reporting any concerns regarding SEND to the SENDCo as soon as possible
- Planning and delivering a differentiated curriculum for all students with SEND to ensure that students are fully included in lessons
- Working closely with Teaching and Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Monitoring progress by keeping annotated pieces of work and/or observations where appropriate
- Ensuring they follow this SEND policy

4.6 Teaching and Learning Support Assistants (TLSAs)

Each TLSA is responsible for:

Support

- Aiding students to learn as effectively as possible both in group situations and individually, inside and outside of the classroom
- Clarifying and explaining instructions
- Motivating and encouraging the students
- Liaising with parents with regards to progress
- Assisting in areas of specific weakness such as speech and language or writing tasks
- Helping students to concentrate on and finish work set
- Attending to students' personal and health needs
- Developing appropriate resources to support the students
- Assisting in the management of students' social interactions and behaviour

Support for SENDCO & class teacher – inc;

- To assist the SENDCO/teacher to develop suitable programmes of support and then carry out the programme within the classroom or in a withdrawal situation
- To maintain the SEND team's system of recording and monitoring of students' progress
- To provide feedback about students' difficulties and/ or progress to the SENDCO and class teacher
- To write reports about the students' progress as requested by the SENDCO

Support for School – inc;

- To facilitate the sharing of information between local agencies, schools, authorities and other professionals
- To network, advise, support and share best practice
- To assist in whole school staff development and training concerning the teaching and learning of students with special needs and to disseminate outstanding inclusion practices

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- **Communication and Interaction needs:** for example, Autism Related Conditions; Asperger's Syndrome; Speech, Language and Communication Needs.
- **Cognition and Learning needs:** for example, Dyslexia; Dyspraxia
- **Social, Emotional and Mental Health needs:** for example, Attention Deficit Hyperactivity Disorder (ADHD); Anxiety
- **Sensory and/or Physical needs:** for example, Visual impairments; Hearing impairments; Processing difficulties; Epilepsy.

The school operates in an empathic manner wherever possible to take account of the varied special needs that we may support. PHOENIXPLACE endeavours to work to the best of its ability with students who are disaffected as well as emotionally challenged and recognises that overt behaviour may stem from such difficulties.

The informal approaches of the staff, their pedagogy, the curriculum and the environment are all aimed at maximising the inclusion of all the students. All students are educated in small groups with a teacher and a TLSA supporting the class.

Some students achieve more whilst accessing individualised timetables and this may involve, for example, a shortened day, one-to-one teaching in a separate area or being educated off site.

Whilst catering for all students the school has high expectations of behaviour and academic effort. If there is persistent breach of school behaviour rules then fixed term exclusion may be sanctioned - however this is a last resort.

5.2 Identifying students with SEND and assessing their needs

- It is most likely that students referred to PHOENIXPLACE have an educational need or have been identified with difficulties that are affecting their education, so the school takes a whole-school approach to coordinating the response to SEND, which is then managed by the SEND team and relevant leaders.
- Administrative staff are responsible for the upkeep of student files. This includes the setting up of new files containing essential information such as previous school records and original and amended statements of special educational need.
- Discussion amongst the staff concerning students with SEND takes place frequently and regularly. These meetings and other information sharing exercises are coordinated by the Head and include the SEND team, Pastoral team, Safeguarding team and other members of the SLT where appropriate.
- Extra support for those students in crisis is organised by the SEND Team. A need for extra resources can be brought to the Head teacher/SENDCo or SLT, and the matter will then be discussed. The Headteacher will be consulted if the school requests additional staffing or other resources from external agencies or funders.
- Staff are advised on strategies for meeting students' SEND by the SEND team. The SENDCo also coordinates external advice and support where appropriate.
- We will assess each student's current skills and levels of attainment on entry using baseline tests in Reading, Spelling, English and Maths. Class teachers will make regular assessments of progress for all students.
- Students who attend the school have been previously identified with SEND either:
 - by the LA,
 - whilst in another school, or
 - on roll at a 'Pupil Referral Unit' (PRU) or similar Alternative Provision.

As such PhoenixPlace may not be directly involved with the identification of special needs of the majority of its students.

- The staff at PHOENIXPLACE do however work directly with families and other stakeholders if it is felt that a student has additional or different needs to those displayed, named on the EHCP or to what has been identified. This can lead to the EHCP being updated or and/or additional support being requested.
- All students with EHCPs have an annual EHCP Review Meeting. Wherever possible all professionals and external agencies are invited to contribute their views to the Annual Review. The views of the Parent and the Child are expressly sought and are central to the review.
- Student progress and concerns are monitored and evaluated every half term. Each term a Progress Review & Target Setting meeting is held with students, parents/carers and attended by relevant stakeholders where possible. Actions are decided upon and are then shared with all multi-agencies involved with particular students.

5.3 Consulting and involving parents/guardians/carers

- PHOENIXPLACE depends on successful partnerships with parents/guardians/carers and the existence of two-way support and communication between home and school. Many of the expectations that members of this partnership can have are outlined in the home-school agreement that is signed by the parent/ carer as well as a member of the SLT.
- The school has an 'open-door' policy that means parents can approach the school at any time if they feel they have an issue or a problem. Meetings or a home visit will always be arranged for a parent at their request.
- Rooms for meetings will always be made available to offer comfort and confidentiality.
- The school is happy to work with any Parental Support Agencies and are welcome to attend meetings so they can provide advocacy for parents/guardians/carers who may feel they need support from outside the school when dealing with certain issues.
- The views of parents and carers are always listened to and treated as an invaluable source of information as to how the school is providing for students with SEND. It is hoped that the policy and practice of the school reflect that it is often the parents who know their children best and have much to offer the school.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The student's previous progress, attainment and behaviour
- The student's own views and experience
- The views and experience of parents
- The teacher's assessment and experience of the student
- Other teachers' assessments, where relevant
- Advice from external support services, where relevant

The assessment will be reviewed regularly.

All teachers and support staff 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.

5.5 Supporting students moving between phases and preparing for adulthood

- During transition years (Yr7; Yr9; Yr11) we will share information with whichever school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.
- PHOENIXPLACE actively encourages and promotes the reintegration of students back into mainstream environments whenever and wherever possible.
- Students in years 10 and 11 concentrate on their preparation for exams and their next transition phase of post-16 education or work. Students may have opportunities to access mainstream education in colleges and at work experience placements.
- The reintegration back into mainstream education is reviewed and discussed with other relevant members of staff and the student's previous school.

- PHOENIXPLACE will actively support young people into education, training or employment and will track and encourage its ex-students to be successful in their chosen areas.

5.6 Our approach to teaching students with SEND

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Teachers are responsible and accountable for the progress and development of all the students in their class and will therefore:

- a) Set suitable learning challenges and if necessary choose knowledge, skills and understanding from earlier key stages so individual students can make progress and show they can achieve
- b) Respond to students' diverse learning needs ensuring that there is an effective learning environment, suitable strategies to ensure motivation and concentration, provide equality of opportunity through teaching approaches, use appropriate assessment approaches and set targets for learning
- c) Overcome potential barriers to learning and assessment for individuals and groups by using a range of access strategies to ensure high participation of all students'.
- d) Ensure that all students are given the same opportunities and experiences and are included in all that is possible

5.7 Adaptations to the curriculum and learning environment

PHOENIXPLACE is committed to providing the best possible differentiated curriculum to meet the very individual needs of its student population.

Much of the core subject teaching is organised to take place within small tutor groups thus adding to a sense of belonging and security.

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

- All students have numeracy, literacy and behaviour targets, which along with PSHE form the 'backbone' of the curriculum. Other subjects are taught to the small well-supported groups in more traditional ways but verbal and written work is always differentiated to the correct level for the individual. Occasionally the best way to offer curriculum access at the correct level could be on a 1-to-1 level in a separate teaching area with the goal of integrating the student into the group environment as soon as appropriate.
- Short and medium term planning supports the curriculum provision. This combines with detailed 'Schemes of work', (SOW), shared planning sessions and peer observation between groups of staff to ensure broad and consistent curriculum coverage at the correct levels.
- Teaching staff have specific subject leadership responsibilities within the curriculum. An important part of this leadership is identifying and purchasing resources that offer curriculum access at the correct differentiated levels to all students.
- Subject leaders also carry out curriculum monitoring, checking student's samples of work and teacher's planning to ensure that the schemes of work are completed. The lesson observation timetable operated by the school evaluates and reviews the curriculum on a frequent basis.
- Information from lesson observations is collated and acted upon by the Deputy Headteacher who has overall responsibility for the curriculum.
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, tinted paper etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- In all classrooms, well-planned activities with learning purposes are made clear to all students, differentiated to enable all students to make progress through accessing the curriculum
- A range of organisational settings is used that allow for class, group, collaborative and individual work
- A range of teaching styles is offered that include auditory, visual and kinesthetic approaches to enable all students to engage with their learning
- All students are expected to achieve the best of their ability
- PHOENIXPLACE focuses on the successes of all student's and celebrates this through the school reward system and assemblies
- The participation of all students is encouraged and valued
- Students may be withdrawn from their classrooms e.g. to work individually in order to address a particular need. When this happens, every effort is made to ensure that the student does not miss out on the broad and balanced curriculum to which they are entitled

5.8 Additional support for learning

We employ the following agencies to provide support for students with SEND:

- Qualified Special Needs Coordinator (SENDCo)
- Teaching staff experienced with working with students with educational and emotional difficulties
- TLSAs working under the guidance of the SENDCo/Pastoral team and classroom teachers
- Speech, Language and Communication skills Therapist
- Occupational Therapist
- School Counsellor
- Child Educational Psychologist
- Mentor
- Careers Advisor
- Attendance officer
- Educational Welfare Officer
- Play Therapist

5.9 Exam Access Arrangements

What are access arrangements and reasonable adjustments?

- Access arrangements

Access arrangements are agreed before a student takes an assessment. They allow candidates with specific needs such as SEND or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

- Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Definition of disability:

Section 6 of the Equality act defines disability as 'physical or mental impairment which has a substantial and long-term adverse effect on some one's ability to carry out normal day to day activities'.

Identification and Assessment:

Where students are in receipt of an EHCP they may be granted specific accommodations for exams if these are deemed to be their normal way of working in a classroom setting.

Students without an EHCP but who are in need of specialist provision must be identified and assessed in collaboration with relevant professionals such as educational psychologists, medical practitioners, a qualified exams assessor and the school's SENDCo.

Access Arrangements:

Access arrangements may include, but are not limited to: additional time or appropriate durations; supervised rest breaks; scribes; readers; modified question papers; enlarged papers; use of assistive technology; separate accommodation.

The school will work closely with teachers, parents/guardians, and external professionals to implement appropriate access arrangements for each eligible student.

The assessment process:

Assessments are carried out by an assessor appointed by the head of centre who has an ongoing relationship with the school. The assessor is appropriately qualified as required by JCQ regulations in Access Arrangements.

The qualification of the current assessor, Dershna Patel, is: IQ Level 7 Postgraduate Award of Proficiency in Access Arrangements (PAPAA), awarded by Industry Qualifications.

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained, checked against the current requirements in Access arrangements and a copy is held on file for inspection purposes. This process is carried out prior to the assessor undertaking any assessment of a candidate. When requested, the evidence will be presented to the JCQ Centre Inspector.

Confidentiality:

All information regarding a student's need for specialist provision will be treated confidentially and shared only with individuals directly involved in the examination process.

Staff members involved in exam administration will receive training on the importance of maintaining confidentiality.

Communication:

Parents/guardians, students, and relevant staff will be informed of the approved access arrangements well in advance of examinations. Regular communication will be maintained with parents/guardians to address any concerns or changes in a student's needs.

Training and Awareness:

Staff members involved in exam administration will receive training on understanding and implementing access arrangements. Awareness campaigns will be conducted to inform the entire school community about the importance of creating an inclusive examination environment.

Review and Evaluation:

The school will periodically review the effectiveness of the access arrangements and make adjustments as needed. Feedback from students, parents/guardians, and staff will be considered to continuously improve the implementation of specialist provisions.

Documentation and Record Keeping:

All access arrangements and related documentation will be accurately recorded and securely maintained by the Exams Office for a period specified by relevant regulations. It is the responsibility of all staff members involved in the examination process to familiarise themselves with and adhere to this policy.

Where individual psychometric assessments of students have been carried out to determine the eligibility for exam arrangements the assessment papers and score sheets are either stored securely or securely disposed of. If documents are stored they can only be accessed or viewed by the assessor who carried out the assessments. Overall scores are transferred to the relevant JCQ forms but test papers will never be shared with any person for GDPR purposes.

5.10 Expertise and training of staff

- Our SENDCo has 18 years' experience in this role and is employed 4 days a week to manage SEND provision. In accordance with Section 6 of the SEND Code of Practice 2014 our SENDCo is a qualified teacher and holds the national accreditation for SEND Coordination.
- We have a team of 7 teachers/instructors, 5 Teaching and Learning Support Assistants (TLSAs) and 1 Higher Level Teaching Assistant (HLTA) who are trained to deliver SEND provision.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of PHOENIXPLACE's development plan and annual schedule of Continuous Professional Development (CPD).
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned.
- Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher will be responsible for reporting to the Strategic Advice Panel on the efficacy of these arrangements (including value for money).

5.11 Securing equipment and facilities

- The school works closely with referring authorities and the Strategic Advice Panel to systematically apportion its budget in the most efficient way possible to maximise the benefit to the student.
- Occasionally the school may request additional funding from the LA or social services to support a student with very extreme needs because of the additional level of support and intervention they may require.
- IT equipment is available to facilitate the practical literacy difficulties many of the students encounter.
- The school is signposted with rule reminders and directions to help students independently orientate themselves. Some of these signs are symbolised or offered in pictorial form.

5.12 Evaluating the effectiveness of SEND provision

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

- Using student questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- The SEND policy is reviewed by the SENDCo on an annual basis
- The SENDCo is part of the SLT team and participates in reviewing evidence collated that refers to the effectiveness of school policy and practice with students identified as having SEND.
- The school has an established complaint procedure that aims to deal with all issues in an empathic, sensitive fashion due to the sensitive and emotional nature of the students who attend the school. Confidentiality is paramount and students, parents or others may approach the SENDCo, a member of the SLT, to raise concerns.
- The school is committed to providing and facilitating attendance at in-service training in all relevant areas of SEND provision.
- An annual needs analysis is undertaken to identify individual and whole school training needs.

5.13 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- Students who attend PHOENIXPLACE have been identified as having SEND. All employees and stakeholders in the school community regard them as fully participative members of the school community and society.
- Equality of provision and identity are fundamental to the school ethos and the entire school exists on the basic premise that all people are entitled to the same level of respect irrespective of needs, age, gender or ethnicity.
- The provision is based across two sites, both of which are situated all on one level and which are fully wheelchair-accessible. There are disabled toilet facilities in each building.
- Parents/carers/guardians or students who may feel disempowered by physical or cognitive impairment, or who may feel anxious about their social status, are welcomed wholeheartedly by the school. If parents/carers/guardians are unwilling to visit the school then representatives of the school are always willing to conduct a home visit.
- All students are encouraged to take part in sports day/school plays/special workshops. No student is ever excluded from taking part in these activities because of their SEND.
- All of our extra-curricular activities and school visits are available to all our students. Risk assessments will always be carried out to determine the safest way of conducting such activities to ensure the maximum safety and enjoyment for all students.
- Our school's Accessibility Policy can be found on the school's website.

5.14 Admission arrangements for students with SEND who do not have an EHCP (if they differ from the arrangements for other students)

RA = Referring Authority - this can be the student's school/provision or the Local Authority

Pre-placement

Referring Authority sends through referral form RA1 or SEND consultation papers for PhoenixPlace to consider.

1. Once referral/consultation papers are received a placement interview meeting will be arranged to meet with the student, parent/carer and, where possible, a professional that knows the student well so that we can discuss the student's needs in more detail.
2. PhoenixPlace will decide whether the student's needs can be met and if a place can be offered in the appropriate year group.

If a student's needs can be met:

3. If the student's needs can be met and the student has an EHCP then we will send an acceptance letter to the Local Authority (LA) - (please note, offer of placement will be passed to the LA's SEND panel for acceptance - this may take additional time and the student will not be able to start until panel has agreed).
4. If the student's needs can be met and the student is from a school, we will send an acceptance letter to the named referrer.

If PhoenixPlace is unable to meet students' needs then a letter outlining reasons will be sent to the relevant Referring Authority.

3-day placement window:

5. Once placement has been agreed by the RA, there is a 3-day placement window from this date before the student starts with us
6. The referring authority will also need to complete and sign the Service Level Agreement (SLA) and return to us before the student starts.
7. PhoenixPlace will send an acceptance letter to parent/carer.

3 day (half day) Induction

8. In this time the student will need to complete baseline assessments (English/Maths/Reading/Spelling)
9. Parents/Carers will need to fill in and complete a Parent Pack
10. New students will have 1:1 meetings with the following staff:
 - Pastoral Manager: To discuss behavioural expectations and support offered
 - Deputy Head: To discuss the curriculum, teaching learning and assessment
 - SENDco: To discuss EHCP needs and outcomes, and support available

5.15 Support for improving emotional and social development

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

- students are encouraged to be part of the school council
- students are encouraged to be part of various lunchtime clubs to promote teamwork, build friendships, share their interests and learn or develop new skills.

We have a zero tolerance approach to bullying.

5.16 Working with other agencies

- The school recognises the importance of the involvement of external agencies in the lives of the students and in contributing to the best practice of the staff. This input is coordinated by the SENDCo who may suggest to parents and tutors that input is needed. The SENDCo may also be approached by the same parties to organise external agency support for a child.
- The school will contact and promote an active working relationship with social services, virtual schools for Looked After students, the Youth Offending team, the child and adolescent mental health service (CAMHS), the Educational Psychology service, the Educational Welfare Service and the local Police, among others.
- PHOENIXPLACE will encourage students and families to liaise effectively with other medical, clinical and peripatetic services that offer support to the students and those who work with them.
- The school is committed to working with and developing all partnerships with external agencies and service providers.

5.17 Complaints about SEND provision

- Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.
- Parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that PHOENIXPLACE has discriminated against their child.

- They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 Contact details of support services for parents of children with SEND

Please click on the links below for information on services provided by the local authority in which the student resides:

[Special Educational Needs - a guide for parents](#)

[Croydon Local offer](#)

[Lambeth Local offer](#)

[Lewisham and Greenwich Local offer](#)

[Southwark Local offer](#)

[Wandsworth Local Offer](#)

[Bromley Local Offer](#)

5.19 Contact details for raising concerns

SENDCo	Dershna Patel	dpatel-sen@phoenixplace.co.uk	07923 253301
Assistant SENDCo	Carol Lake	Clake@phoenixplace.co.uk	020 7703 7189
Pastoral Manager	Carl Samuels	csamuels@phoenixplace.co.uk	07923 253304
Headteacher	Sophie Nelson	snelson@phoenixplace.co.uk	07923 253296

6. Monitoring arrangements

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

It will be approved by the Strategic Advisory Panel.

7. Links with other policies and documents

This policy links to our policies on

- [Accessibility Plan 2024-2027](#)
- [Admissions Policy 2024-2025](#)
- Management of Behaviour Policy
- Curriculum Policy
- Complaints Policy
- Safeguarding Policy
- [Medical conditions - Supporting Students 2024-25.docx](#)