Special Educational Needs & Disability (SEND) Policy

Read in conjunction with:
Social, Moral, Cultural & Spiritual Policy
Progress, Assessment & Curriculum Pathway Overview
Behaviour & Physical Intervention Policy
Equal Opportunities Policy
Complaints Policy

Graduately Developing Futures (GDF) SEND policy helps to promote inclusion for all our students, whatever their special educational needs or disability. At GDF we are committed to offering an inclusive curriculum that enables all students to be engaged, motivated and inspired to learn. Our curriculum is appropriately adapted to meet the needs of each student, as necessary, to enable them to reach their full potential. GDF is an Independent day school for children between the ages of 6 and 14 years who have mild, moderate, profound and/or complex learning difficulties. Our school currently provides additional and/or differentiated provision for a range of needs including autism spectrum disorder, sensory impairments, physical disabilities, speech and language needs or emotional and behavioural difficulties.

Where a student has an Education, Health and Care Plan (EHCP) it will help inform us of the necessary resources, teaching programme and multi-agency involvement required. All students are educated in small teaching groups, matched according to ability and social emotional development, which allow teaching staff to build strong, trusting relationships and assess the individual needs of each student thoroughly. Teachers are responsible and accountable for the progress and development of all the students in their class. High quality inclusive teaching is our first step in responding to students who have SEND. This will be differentiated for each child and will include daily Social Communication sessions as well as a rigorous PSHE and life skills programme which threads through all areas of the curriculum. Through taking this approach we can:

- enable students to be engaged, motivated and inspired to learn
- enable students to grow in confidence, self-esteem and resilience
- encourage the development of good social skills, so that students are able to develop friendships and become sensitive to the feelings and needs of others
- provide a safe and happy environment in which students can work towards achieving their full potential
- ensuring that all students at GDF are taught to express their views and are fully involved in decisions which affect their education
- prepare students for their future lives
- provide our students with a variety of quality educational experiences in all aspects of life
- enable students to develop effective communication skills, in order to express thoughts, feelings and choices

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- develop the moral, cultural and spiritual awareness of all students including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

Consulting and involving pupils and parents

We believe that a student's education is a partnership between parents and teachers, therefore we are committed to developing strong communication with parents and carers and communicate regularly. Parents and carers are invited to all review meetings and a number of parents' evenings each year to discuss their son/daughters progress towards their individual targets and to talk about any other aspect of the school. Members of the Senior Leadership Team are available during these evenings or appointments can be made at any time. Family and friends are regularly invited to join in school events; coffee mornings, attend performances, special assemblies and a range of social functions. These are advertised through our school Dojo site or on the website. Building trusting relationships with parents/carers helps contribute to a clear and shared vision of our purpose in learning and effectively meet the needs of all our students.

Transition

Admissions to the school are, mainly, determined by the Local Authority and it is their responsibility to ensure that the provision meets the needs of each child as identified in the ECHP. Local Authority representatives and Parents are encouraged to visit the school as part of this process. GDF school provide a specific transition programme which includes:

- Home visits to observe the student and meet with parents/carers to obtain necessary information to meet the needs of the student.
- Visits to GDF school by the student and parents/carers
- Visit to current school setting (where applicable) to observe learning behaviours of the student.
- A discussion with the current Senco to gain all relevant information pertaining to the student – this should include any graduated responses the school have used to meet the students needs.
- A clear transition timetable agreed by all parties dependent on childs needs (this may be extended, if necessary).

Assessment

In addition to targets set through their EHCP, pupils are also set academic targets across the curriculum with progress monitored termly by class/subject teachers and the Senior Leadership Team. Personal development, communication and subject targets are evaluated regularly to assess the effectiveness and impact of the planned provision using subject specific criteria. If a student is not making expected progress in a particular area of learning, the school can identify the need for additional support. This can take the form of literacy or numeracy intervention or therapeutic support, where required. Intervention plans are drawn up to address areas of need and are monitored regularly to ensure any intervention offered makes a difference. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought,

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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. Progress is discussed with parent/carers at individual pupil progress meetings and with the student concerned. Students also receive an academic report, annually in July. We offer an open door policy and if at any point you wish to discuss a student's progress an appointment can be made to meet with the Tutor or a member of the Senior Leadership Team. Staff in school can offer advice and practical ways that you can help your child at home

Support for improving emotional and social development
Supporting our students' emotional, mental health and wellbeing is a priority area; All school staff are responsible for the day to day well-being of the students. Where appropriate, students have an Individual Health Care Plan which identifies their care needs including personal care needs or the administration of medication. It also identifies emergency procedures to be followed, where appropriate.

Promoting good emotional, mental health and wellbeing linked to good physical health is approached through our PSHE, Social Communication and P.E. sessions, as well as our outdoor Farm environment and Forest School.

Equal Opportunities
At GDF we believe in the moral, as well as the legal entitlement, of all students and staff to have access to teaching, learning and resources and opportunities, regardless of age, disability, gender or beliefs (please see Equal Opportunities Policy). In all activities we will promote positive attitudes towards, and respect for, difference, diversity and individuality. Resources and subject plans are differentiated to meet the needs of all students and will reflect and celebrate worldwide cultures as well as those of the local community.

We do not discriminate against students with special education needs or disabilities: our Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014. We liaise and work alongside multi-agency expertise in the identification and assessment of the needs presented by our young people.

Behaviour and SEN
At GDF we have a Behaviour policy which sets out the expectations in terms of behaviour, this policy should be read in conjunction with our Behaviour and Physical Intervention Policy.

Safeguarding
GDF is a school that ensures strong safeguarding practices. We are aware that the young people who attend GDF may be particularly vulnerable, due to possible physical, cognitive, communication, and/or sensory needs. We work safely together in a supportive atmosphere, within an ethos of open and constructive challenge.

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Complaints

GDF's complaint procedures are set out in the school complaints policy available on our website or from the School office. Staff will work closely with parents at all stages in a young person's education and should be the first port of call in case of any difficulty. Complaints/concerns about SEND provision in our school should be made to one of the Senior Leadership Team or the Senco.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2027

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