



SEN POLICY

More Than Ed Independent School



Date: May 2024

Review Date: April 2025

Responsible Person: Karen Holmes

1. 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 pupils with SEN and disabilities
- ✚ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

3. Roles and responsibilities

All staff and members of Leadership are involved in the planning and delivery of all provision for our students, all of whom are SEN. These are clearly identified in the Teaching and Learning Policy, the Curriculum Policy, the Safeguarding Policy etc

4. SEN information report

The kinds of SEN that are provided for

Our school is an Independent SEMH school for children with:

- ✚ A primary need of SEMH, trauma or attachment, but may have a secondary need including:
 - SCLN, GDD, Autism, ADHD
 - Cognition and learning – all students work significantly below ARE
 - Sensory needs
 - Moderate learning difficulties

5. Consulting and involving pupils and parents

- ✚ Parents are involved at all times through:
 - Daily chats with tutors on collection and drop off
 - EHCP Reviews
 - Regular phone calls from Learning Manager
 - TAC Meetings etc
- ✚ We have an explicit Student Voice Policy which explains how students are encouraged to be involved in decisions regarding their provision wherever possible

6. Assessing and reviewing pupils' progress towards outcomes

As a Special School, our monitoring and reviewing processes are bespoke to each young person. Our Teaching and Learning Policy explains our processes clearly.

7. Supporting pupils moving between phases and preparing for adulthood

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

The EHCP will be reviewed with parents and the LA SEN Team, and the new placement will be named