



The Evolution and Henslow School

SEND Policy and Information Report

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1. Aims

Our SEND policy and information report aims to:

- Set out how the The Evolution and Henslow School will support and make provision for students with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The Evolution and Henslow School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (April 2020) 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 set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The 2010 Equality Act

3. Definitions

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 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the Head and Deputy Head teachers to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans/statements (Wales)
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet students' needs effectively
- Be the point of contact for external agencies, especially local authority's and their support services
- Liaise (along with the careers lead) with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head, Deputy Head teachers and examinations officer to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date
- Manage the allocated SEN budget in liaison with the Head and Deputy head Teachers
- To be responsible for providing timely reports for the Board of Directors in particular relating to the progress of students with an EHCP.

4.2 The Director with responsibility for the school

The Director will:

- Help to raise awareness of SEND issues at board meetings

- Monitor the quality and effectiveness of SEND and disability provision in discussion with the Head and Deputy Head teachers and update the Proprietary board on this
- Work with the Head and Deputy Head teachers and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and director to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class and where students are not making satisfactory progress, to liaise with the SENCO to ensure the application of whole school/individual strategies.
- Working closely with any teaching assistants, SENCO or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working collectively with the SENCO to review each student's progress and development and support decisions on any changes to provision
- Ensuring they follow this SEND policy

4.5 Reviewing EHCP's

The school recognises that it is required to ensure each student's EHCP is reviewed annually alongside partners in health and care. We are committed to conducting these meetings in a child centred way. Appendix 1 contains documents which outline our intended timescales when preparing for annual reviews, the agenda to support child centredness and preparation work to be completed with the learner.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school treats each young person as an individual, providing for their needs which may include:

- Communication and interaction, for example, autistic spectrum disorder
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attachment difficulties
- Sensory needs, hearing impairments, processing difficulties

5.2 Identifying students with SEND and assessing their needs

At the Henslow and Evolution School our baseline assessments will identify each student's current skills and levels of attainment, which will build on previous settings and Key Stages, where

appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Where students present with complex needs, the school will seek specialists to assess and guide in relation to provision and need.

When deciding whether special educational provision in the form of individual sessions is required, we will make a judgment based on the identified need, the most likely support that will improve the deficit and the views and the wishes of the student and their carer/parents. In such a small learning environment the curriculum can be individualised to a great extent and one to one sessions may not be necessary.

5.3 Consulting and involving students and parents

The Evolution and Henslow School is committed to responding to the needs of each individual student. In doing so efforts will be made to liaise and communicate with relevant parties including social workers, the virtual school, careers and the care manager, parents and any other supportive adults to ensure that;

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the social workers'/carers'/parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will form part of their Education Provision Record

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 teachers will work with the SENCO to develop an understanding of the student's needs. This will draw on:

- The teacher and SENCO's assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to national data (where comparable)
- The views and experience of carers/social workers/parents
- The student's own views
- Advice from external support services, if relevant

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 set timely review points for 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

We will share information with the school, college, or other setting the student is moving to (in line with data protection requirements). We will agree with social workers, parents and students which information will be shared as part of this. The school will always encourage students to have appropriate aspirations and we will have high expectations for our young people's futures.

5.6 Our approach to teaching students with SEND

All of our students are students with special needs and as such they all receive an individualised school programme and work with staff experienced with young people who display attachment difficulties. Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality learning (which takes place when students are continually aware of where they are now in their learning, where they can and where they need to get to and most importantly how best to get there) is our first step in responding to students who have SEND. This will be differentiated for individual students.

We can also provide the following one to one interventions:

- Spelling support
- Reading and comprehension support
- Speech and Language approaches
- Numeracy support
- Dyslexia support
- Resiliency and emotional literacy support
- Social skills support
- Pastoral support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met, including students who have English as an additional language:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching styles, appropriate content of the lesson, visual aids and translation. etc.
- Adapting our resources and staffing, including bespoke timetabling and provision. Where required seeking specialist language support for EAL learners.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, apps, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or other appropriate content, reading instructions aloud, etc.
- Responding to any change in a student's health needs by consulting with health professionals and adjusting our provision accordingly

Please also refer to the school's disability, equality and accessibility policy.

5.8 Additional support for learning

Our school curriculum can be diversified to best meet the needs of students through the use of a range of alternative providers. In addition, we are able to build each young person's education programme to meet their individual needs and interests, which may include offering one to one tuition, social skills groups, catch up, additional specialist subject e.g. land management qualification.

5.9 Expertise and training of staff

Our SENCO has experience of the SENCo role in a range of different education settings. She is allocated four days a week to manage SEND provision. We have a team of support staff who are trained to deliver SEND provision. We often update staff skills in relation to SEND and all staff have received attachment theory training as well as therapeutic crises intervention training to support students with complex emotional and behavioural needs.

We seek specialist input if a child arrives with English not as their first language.

5.10 Securing equipment and facilities

The Evolution and Henslow school sites are both small bespoke settings and as such we attempt to respond individually to each young person's needs. This may mean we need to procure specialist resources and where appropriate we may use some of our additional pupil premium funding to do this.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term through their PEP, EHCP annual reviews and Education Provision Records
- Reviewing the impact of interventions after the agreed number of weeks, using the assess, plan, do, review cycle. Ensuring that reviews occur in a timely manner where interventions need adjusting or fine tuning.
- Using student questionnaires annually
- Monitoring by the SENCO
- Holding annual reviews for students with statements of SEND or EHC plans and responding to the feedback and views received in these meetings
- Asking for the student's views, if appropriate, to support student metacognition.

5.13 Support for improving emotional and social development

Our school curriculum is designed to provide a range of additional experiences to help students develop their emotional, personal and social skills. Please see our personal skills policy.

5.14 Working with other agencies

Since the majority of our students are looked after young people, we work closely with a whole range of agencies in order that students are fully supported. Foremost this means liaising regularly with social workers and attending LAC reviews. We also work with the various Local Authority Virtual school representatives and Mental Health Services, LAC nurses and our New Reflexions therapy team.

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions/suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEND

Parents should seek support from the services in their home area, the virtual school should be able to provide details or the Shropshire Parent Partnership:

<https://shropshiredisability.net/shropshire-telford-wrekin-parent-partnership-services/>

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://search3.openobjects.com/kb5/shropshire/fid/service.page?id=efJ8E1YKi10&familychannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Donna Barber, SENCo every year. It will also be updated if any changes to the information are made during the year.

Last Reviewed	August 2022
Next Review due	August 2023
Reviewed by	Head teacher and SENCo

Appendix 1:

The Yearly Review of Education, Health and Care plan

Who is at the meeting and why are they here?

Do participants understand what the meeting is about?

How has the learner chosen to participate in their meeting?

What are the learner's wishes, dreams, aspirations and feelings about their future?

How well do these link to the outcomes recorded in their EHCP?

Are any updates/changes needed?

Where is the learner at on their pathway towards their dreams, what progress has been made and what barriers remain?

What support and strategies have been used, which have been successful and is there anything different we need to try?

Is there any information that we do not have or any actions that are required as a result of this meeting?

Learner-Centred checklist:

- Has the learner's voice been listened to?
- Has the learner been supported to express their views?
- How have the learner's views been taken into account?
- Have the learner's key adults been involved, listened to and included in the process?

Preparing for my Education, Health and Care Plan Yearly Review

This is your meeting and we are here to support you to understand what it is, why it is needed and to ask whether you want to get involved.

Would you be able to explain to someone else what an Education, Health and Care Plan is and why we hold yearly reviews? Have a go, if you get stuck use the info sheet to help.

The most important person for the meeting is you. So, let us start with your dreams, aspirations, wishes and feelings.

Life ideas, house, family, place_etc

Education, training, employment ideas for when I finish school



Longer term career/Job ideas

Other stuff; activities, fun, holidays etc

Next, let us see how your dreams are recorded in your Education, Health and Care plan and whether the outcomes represent them. If not, tell us how you would like to see them updated.

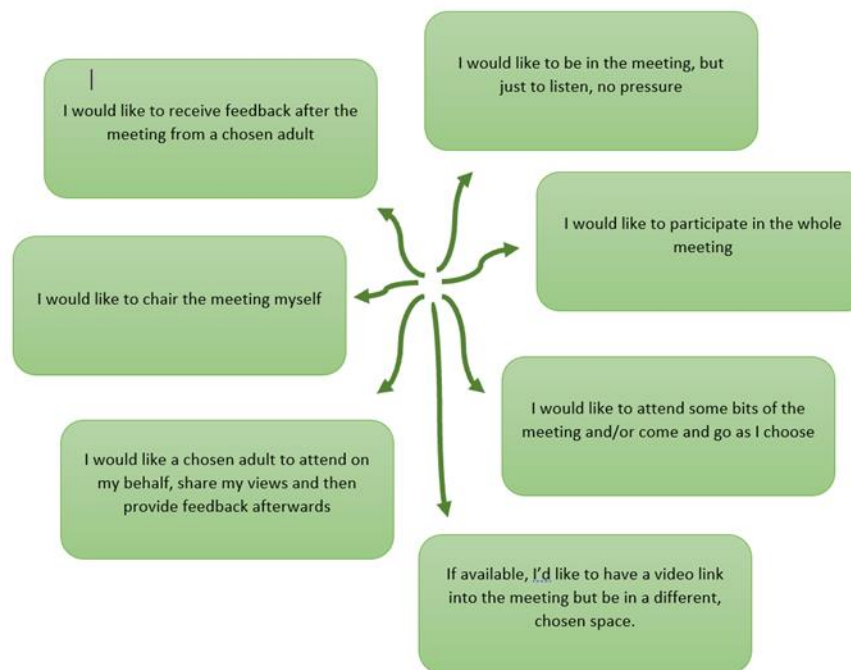
What can the school, health professionals and your family/care team do to better help you achieve your dreams. Include anything that is already helping. Use the idea cards to help think about new approaches if you get stuck.



Who would you like to be invited to your meeting?



Choose how you would like to participate in your annual review meeting from the choices below, or suggest something different



The Henslow School Approach to EHCP and Annual Review meetings to ensure learner voice and learner-centredness.

