



The Smith Foundation

SEND Policy

Policy Details

Status:	Statutory
Frequency of review:	Yearly
Lead member of staff:	Sue Ackroyd
Last reviewed:	Autumn Term 2024
Next Review Date:	Autumn Term 2025
Policy Number:	FWS31

1. School Beliefs

At William Henry Smith School & Sixth Form we believe all students regardless of SEND have the right to an outstanding education and the opportunity to achieve their full potential. In addition to achieving the best possible educational outcomes their education should enable them to:

- Become confident.
- Be able to communicate their own views and needs effectively.
- Be ready to make a successful transition to adulthood (whether this is into employment, further or higher education or training).
- Make a positive contribution to society.

We recognise that whilst students may experience significant barriers to learning, it is the duty of all staff members to find ways to overcome these barriers and enable all students to make progress. All staff members have high aspirations and expectations for all students and are committed to supporting them to achieve their goals and develop independence.

This policy has been developed in consultation with the Senior Leadership Team and School Governors. It has been shared with parents, carers and families and reflects the SEND Code of Practice 0 – 25 guidance (2014).

William Henry School & Sixth Form is a non-maintained residential special school for students from 5-19 who have an EHCP (Statement of Needs).

This policy should be read in conjunction with the other policy documents referenced throughout including:

- Admissions
- Positive Behaviour and Engagement
- Anti-Bullying
- Managing Medical Conditions of Students
- Data protection
- Privacy and Confidentiality
- Complaints
- Curriculum Intent

This policy adheres to and reflects the guidelines outlined in the following Acts and reports*:

- Disability Discrimination and Equality Act
- School Inspection Act
- 'Educational Excellence for all children' DCFS
- School Standards and framework Act
- Human Rights Legislation
- SEND Code of Practice
- SEN and Disability Act
- Every Child Matters
- The Children and Families Bill
- The Children and Families Act
- Aiming High for Disabled Children
- 'Working in partnership with parents/carers' DCFS
- Lamb Inquiry review of SEN
- Education act

- 'A Good Education for All' (Ofsted)

*and any updated since inspection.

2. Aims

At the William Henry Smith School & Sixth Form, we provide a broad and balanced curriculum. This is achieved by the careful planning of learning opportunities/experiences (activities and lessons) so potential areas of difficulty can be addressed and barriers to student achievement reduced.

The broader aims of this policy are to ensure that:

- race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and, marriage and civil partnership will not constrain any educational entitlement.
- SLT will support all staff in the delivery of educational entitlement.
- Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Assessment and testing will be appropriate to the needs of the learner with clear outcomes. It will be delivered in an environment and in conditions to elicit the best response from the learner.
- The atmosphere in school will promote a happy, sensitive and secure environment to ensure the most effective learning.
- Equality of opportunity will be integral to the planning of educational provision.
- Parents/carers and families are encouraged to engage in the learning process of their children.
- The views of young people, parents and their families are taken into account when decisions are made.
- Collaboration with partners in education, health and social care takes place to provide support.
- Young people are prepared appropriately for adulthood.
- Teaching strategies are responsive to different ways of learning.
- It is recognised that achievement can be made by all learners and this is celebrated and recorded.
- A total commitment to the principles of education entitlement is the responsibility of all staff.

Objectives:

1. To recognise, identify and provide for students who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice.
3. To operate a whole school approach to the support and education of young people with special educational needs.
4. To provide support and advice for staff with the implementation of the SEN policy and deployment of SEN resources.

3. Identifying Special Education Needs

All students who attend have an EHCP identifying their special educational needs.

The SEND code of practice describes a young person as having SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to students of the same age.

The broad areas of need, as identified in the SEND code of practice are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When students start at William Henry Smith School & Sixth Form due regard is paid to the assessments required to capture the full picture across several SEN areas. Several means of assessments such as observation, questionnaires, QoL termly surveys, standardised and bespoke assessments, activity analysis and cross professional communication are completed within a 15-week period and depending upon specific individual needs other assessments may be undertaken. These assessments allow the school to identify the young person's needs and develop interventions/strategies that serve to reduce students' challenges over time. Assessments are completed by the therapy, OT/SaLT Team, care and education teams. This can lead to the identification of additional needs and forms the basis for the provision and input in place for individual students.

As a school we recognise that other barriers to learning in addition to SEN may inhibit progress and provide support accordingly.

These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Service Employer

Behaviour is recognised as a response to an underlying need. Changes in behaviour or challenging behaviour is identified and monitored through the whole school positive behaviour approach; attendance registers; incident reports and bullying reports (refer to Positive Behaviour & Engagement policy and anti-bullying policy). When a student's behaviour is causing concern, key staff (normally the Learning Mentor Team, supported by Therapists/Curriculum Leads) analyse the information and meet to determine the causes and identify solutions.

4. Graduated response to SEN provision

All students at William Henry Smith School & Sixth Form experience high quality first teaching from an appropriately qualified teacher; small class sizes; the additional support of Learning Support Practitioners; speech and language, occupational therapy, psychotherapists, the health team and support from appropriately qualified care staff.

All teachers are responsible and accountable for the progress and development of all the students they teach. All teachers have access to previous data e.g. KS2 SAT's results (where sat) and assessments, however it is important that students are observed in our setting.

Where a student is not making the expected progress for their ability, bearing in mind their starting points (see Curriculum Intent) the Learning Group teacher is responsible for initiating an intervention and monitoring the success and impact of the intervention, with the support of the LMT, Subject leader, and Education Leads.

The standard of teaching throughout school is regularly monitored through formal learning and coaching observations and informal observation (e.g. learning visits); student progress is monitored and challenged through regular good practice/student progress meetings between the student's teacher, Keyworker, Therapist, OT/SALT, the Head of Curriculum and the Head of School and the Head of Education.

The necessary provision needed will be discussed with parents, carers and families, SLT, other key professionals involved and the Local Authority (if additional funding is needed to provide the support required).

Educational Health and Care Plan:

The short term outcomes listed in the EHCP will form the basis of the school's EHC Review. The Learning Group Teacher works alongside the student's Key Worker, primary Therapist, SaLT, OT, the Health Team and Family Support, to write an integrated review identifying progress and highlighting practice for further information/development.

If the short or long term outcome requires specific input, these are identified so that responsibility for allocating support/provision, monitoring, reviewing and feeding back progress is carried out in a timely manner.

Students and their families should be aware of the outcomes, and where appropriate be involved in setting and monitoring them.

Provision and support needed to meet the short term outcomes should be recorded and progress reviewed regularly (at least once a term) by those identified. The Learning Group teacher is ultimately responsible for ensuring progress is recorded and interventions are ensuring progress with support from the Learning Mentor Team, OT, SaLT, Psychotherapists, the Health and Family Teams.

Positive Behaviour Support Plans

These plans provide individual triggers and diffusers as identified by the young person, their Key Worker and other supporting staff. It details good practice which can be used in several situations across the school. It also highlights the support required in crisis situations.

Annual Reviews

All EHC plans are reviewed at least annually. The process is designed to be as person centred as possible.

Students, Parents/Carers, the Local Authority, school staff, other key professionals (including Social Workers and health professionals) are invited to attend and provide written contributions before the date of the meeting.

A report compiled by school including contributions made by the young person, parents/carers, learning group teacher and other school professionals involved is sent out to everyone invited to the meeting at least 2 weeks before the date of the meeting.

The meetings are chaired by one of the Senior Leadership Team and the focus is on the child or young person's progress towards achieving the Long Term Objectives specified in the EHCP and what changes may need to be made to support progress.

The appropriateness of current provision, future planning, preparation for adulthood and suggested outcomes and targets are also discussed. Where there is a perceived funding need (e.g. 1:1 support) this will be discussed with the Local Authority as soon as possible.

When the young person is nearing the end of their time for education at William Henry Smith School the annual review will consider good transition planning, including the school's Sixth Form and WHS College.

The school prepares and sends a report of the review meeting to everyone invited within 2 weeks of the meeting. The report includes a summary of what was discussed at the meeting and set out recommendations for action or amendments needed to the EHCP.

The EHCP Review report will also include agreed short term outcomes for the next 12 months based on the EHC Outcomes within the EHCP, these are reviewed termly.

5. Planned Transition

When students are ready to move from William Henry Smith School & Sixth Form to an alternative provision a transition plan is put in place. This may involve transitional visits and meetings with staff from the new provision.

The plan will be individual to the needs of the young person and will involve close liaison between school staff, the staff at the new provision, parents/carers, the young person and the Local Authority with responsibility.

All relevant information about the achievements and needs of the young person will be passed onto the new provision as soon as is possible to aid a smooth transition high risk.

6. Early Transition

Very occasionally there are times when despite the high level of support and bespoke provision at William Henry Smith School & Sixth Form a student's high risk behaviour may require an alternative provision.

In these situations, close liaison is maintained between parents/carers, the Senior Leadership Team, other key professionals (e.g. Social Workers) and the Local Authority. When a solution that is in the best interests of the young person concerned is agreed upon, transitional arrangements are made.

The school is committed to make any transitions to another establishment as smooth and as positive as possible.

7. Supporting students and families

The school acknowledges the important role parents and carers have in the education of their children. As such close contact is maintained between home and school. Key Workers/LG Teachers,

the Family Support Team and Therapists maintain regular contact; the Family Support Team and Key Workers make regular visits; all off site meetings are attended by the most appropriate person(s).

Whether students are residential, part residential or non-residents, the same support is offered. Learning Mentor Teams are responsible for meeting the holistic needs of all students, supported by a dynamic and integrated therapy, OT and SaLT team and Family team.

All students who attend have an EHCP. Referrals are only taken from the Local Authority with responsibility for the education of the young person (see Admissions Policy). Parents/carers do at times contact the school to arrange informal visits or exchange dialogue re the suitability of a place at the school.

All new students follow an induction programme and during this time assessment and observations by teachers, therapy, health and care staff within school are carried out. This helps determine the level of support and provision the young person will need to make successful progress. This may influence a request for 1:1 support in order to meet challenging needs and/or to aid transition where students have been out of a learning environment for some time.

Students follow externally accredited courses such as GCSE, FS, ELC and Open Awards where appropriate. To make sure students have the best possible opportunities to perform at their full potential during external assessment, special access arrangements are arranged for students who need it.

This can include:

- Extra time
- Use of a laptop
- Modified language papers
- Reader
- Scribe

The Head of Education, Exam's Officer and Head of Centre (Head of School) are responsible for collating information received from subject teachers, SaLT/OT, consultant Psychologist, other professionals along with information contained in the EHCP to support an application for special access arrangements with the Joint Council for Qualifications (JCQ).

We recognise that there are many transition points that our students find difficult. We aim to reduce the anxiety caused by changes in learning group, house, changes in staffing, movement between establishments by ensuring students are part of any process. Students experience transition experiences by spending extended periods in new houses/learning groups supported by familiar staff.

New students are provided with induction booklets which include pictures of key staff, pictures of key rooms, timetables etc.

When students move to Sixth Form and start at College they follow an induction programme supported by staff.

Some students require more support than others with regard to transition. As part of our response to student's individual need this is catered for.

Further information for parents/carers can be found:

- in the School SEN report (on the school's website)
- Local Offer <http://www.whsschool.org.uk/>

8. Supporting students at School with medical conditions

We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical activity.

The school complies with its duties under the Equality Act (2010) and the SEND Code of Practice (2014).

The School Nurse and Assistant oversees the medical support and provision for all students at school with medical conditions. She is available to provide and/or organise training and guidance for staff working with students with medical conditions (refer to the Medication Policy for specific info).

9. Monitoring and evaluating SEND

ALL provision throughout the school is regularly monitored and evaluated. Ultimate responsibility for making sure the provision is appropriate for the needs of the young person lies with the SLT and department heads.

Monitoring takes place through:

- Learning observations/care monitoring visits
- Good practice/Student progress meetings
- Monitoring of all progress from starting points across academic attainment, behavioural/Social and Life Skills/emotional development – progress meetings
- Review of reading, writing and numeracy
- Monitoring and moderating of teachers planning and marking
- Annual Review process
- Review of Positive Behaviour Support Plans etc.

Student, parent/carer and staff views are sought through annual questionnaires, including QoL surveys.

Students also have opportunities to put forward their views and suggestions during Student Voice, Learning Group tutor time, through house meetings, meetings with the Executive Principal, Head of School, Deputy and Vice Principals.

Parents/Carers are encouraged to contribute to the Annual Review process creating 'Me, my family and My Quality of Life' and students via Me and My Quality of Life; parents/carers and students attend their review meeting and where deemed appropriate students may attend and contribute to the whole meeting. Unannounced inspections and *independent visitors* also provide this opportunity.

10. Training and Resources

As all students have identified SEN, all staff have expertise in working with young people with special educational needs.

Training needs of staff may be identified during staff performance development meetings/supervision/peer to peer meetings/staff questionnaires, learning and development day etc.

Whole school training is provided if it is decided there is a specific need that is not being met.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Learning is a vital component.

All teachers, learning support and care staff undertake induction on taking up a post and this includes information on the systems and structures in place around the school's holistic SEND provision and practice and to discuss the needs of individual students. Positive Behaviour Support Plans record triggers and diffusers and best practice (including sensory/communication needs/interventions).

The school is an active member of the National Association of Independent Schools and Non-Maintained Residential Special School (NASS) and the Senior Leadership Team and other staff attend conferences, deliver and attend training recommended by NASS. The school is also an active member of Engage (an organisation for leaders in SEMH) and the Principal is the Chair, supporting schools locally and nationally. The school is the lead organisation for Calderdale's Specialist Provision Cluster which provides CPD, behaviour and SEND surgeries and bespoke support to over 100 schools.

The Principal, Head of School and Deputy Principal attend primary, secondary and head teacher's events arranged by Calderdale LA and the Executive Principal chairs the LA's Specialist Cluster. This ensures the school is involved in community partnerships, sharing good practice and offering specialist support for mainstream partners.

11. Roles and responsibilities

Since all our students have Special Educational Needs, all our governors are expected to have regard to the SEN Code of Practice. Governors are expected to keep up to date with any changes in place relating to SEN provision. Regular meetings are held to discuss any issues and they have the opportunity to observe Annual Review meetings or examine the school's paperwork. Unannounced monitoring visits are challenging and ensure roles/responsibilities are carried out in relation to SEND.

The Designated Safeguarding Lead is the Deputy Principal, with additional supporting designated safeguarding Deputy officers in varying roles across areas of education, care and College. There is one Social Work trained staff included in these roles.

The Head of School has responsibility for Pupil Premium/CLA. Learning Mentor teams are directly responsible for all students in their learning groups.

There is a member of staff responsible for meeting the medical needs of students (the School Nurse and Assistant).

12. Storing and managing information

All staff are aware of the highly confidential nature of the information held on young people with SEN. As such all information is stored in line with the school policy on Data Protection and Confidentiality policy and GDPR.

13. Reviewing the policy

This policy will be reviewed annually from the date of writing and the date of subsequent reviews. This will be the responsibility of the Executive Principal/CEO in conjunction with the Head of School.

14. Accessibility

The school follows the statutory responsibilities placed on it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

The accessibility plans and strategies are available on request.

The school operates a whole school inclusion ethos regardless of disability. The school recognises that each young person is different, and this demands a curriculum which is differentiated – a curriculum that meets the needs of the individual young person.

It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all students have full access to the curriculum.

Parents/carers are able to communicate regularly with key members of staff through their preferred method of communication. This can be via email, telephone conversations or face-to-face meetings at a time agreed by the member of staff so as not to disrupt their duties with students.

15. Concerns, complaints and resolution

The school has a comprehensive policy and procedure for dealing with concerns and complaints which is available to all interested and relevant parties and which is subject to regular review. Students have an awareness of their own specific complaints procedure, and this is the subject of discussion during student meetings and Key Worker sessions. All students have direct contact e-mail access to all staff, including the School's Listening Person. The school uses debrief after incidents and restorative practices to enable reflection and resolution. Parents and carers have general means of expressing concerns, including regular contact with the student's Key Worker, LG Teacher, Family Support Team and Therapists, and a formal means via a parent/carer questionnaire and a complaints pro-forma.

Where complaints cannot be dealt with effectively internally, they are referred to the local Children and Families Initial Response Team. Accurate records are maintained and all relevant parties are kept informed of the details, action and outcome.

The school believes that it is the responsibility of all its community members to report any incident or concern, which may be detrimental to the general well-being/protection of its students, or staff member, or may impact upon the reputation of the school.

16. Anti-Bullying

In recognising the vulnerability of many of our students, there remains a strong emphasis on the prevention of bullying. The protection and supervision of all students remains a central focus, and the school operates a zero tolerance policy. Elements of Restorative Practice are utilised, which serves to work with the perpetrator and help to teach them to recognise the damage caused to a victim. A member of staff carries the responsibility for the co-ordination and awareness of bullying

prevention. Additionally, we raise the profile each year in National Anti-Bullying Week through the PSHE/RSHE curriculum, house meetings and in Student Voice.

It is recognised that bullying can take many forms including name calling, physical bullying, emotional bullying, cyber bullying, prejudice-based and discriminatory bullying, rude gestures, intimidations and extortion, or other behaviours which cause anxiety or distress. Incidents are prevented in so far as reasonably practicable and there are effective systems for children to report bullying. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling), whether in relation to protected characteristics (Equality Act 2010), or otherwise, are dealt with quickly and effectively.

All staff receive training delivered by NOS (National Online Safety). All Safeguarding Leads study for the advanced certification.

All incidents of bullying are recorded. The anti-bullying lead. The school uses mediation for all parties and elements of restorative practice.

School staff are proactive to provide advice about e-safety and staying safe on social media.

17. Pedagogy

The Foundation is a psychologically and trauma informed environment. Children's needs are understood through the lens of trauma and neurodivergence and all staff across the organisation have been trained in trauma informed practice and PACE. There is an understanding that the children and young people we work with often have complex needs, as a result of social, emotional and mental health needs; challenges with communication and interaction; childhood trauma; and difficulties in family relationships and that early developmental experiences sculpt the brain and therefore have a big impact on many areas of functioning. Prolonged or multiple episodes of trauma can shape how individuals respond to stress and their social, emotional and cognitive development. Subsequently, it is vital that support and intervention is developmentally appropriate and considers their cognitive abilities and early experiences as opposed to being focussed upon their chronological age. As a Foundation, we understand behaviour as communicated need and strive to understand the function, seeking to meet need and work to develop skills systemically.

Interventions are bespoke and developed and targeted to meet each child's unique and individual needs, as well as the needs of the system around the child. They are evidence informed, delivered by trained practitioners and based on quality relationships.

Developing and maintaining feelings of safety is fundamental to trauma informed practice and the development of safe consistent relationships and provision of consistent care, daily routine and structure alongside individually tailored therapeutic support and educational curriculum is central to the Smith Foundation offer.