



Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing School
Special Educational Needs Policy

Policy Document	Special Educational Needs Policy
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Special Educational Needs Policy

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to provide a personalised and holistic approach to education, ensuring that every student is valued as an individual and receives the tailored support they need to succeed academically, socially, and emotionally. We believe that by celebrating each child's unique strengths, we can cultivate a sense of belonging, confidence, and independence, preparing them for a fulfilling life beyond school.

Objectives:

- to identify how best to meet each child's special educational needs are met
- to ensure that children with special educational needs and disabilities access all of the activities, experiences and curriculum on offer
- to ensure that all learners make their best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their school offer
- to promote effective partnership and involve outside agencies when appropriate.

2. Vision

At Active Wellbeing School, our vision is to create an inclusive and nurturing learning environment where every child, regardless of their abilities or needs, is empowered to achieve their full potential. We are committed to fostering a culture of respect, understanding, and high aspirations for all students with SEND.

3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

All of the staff at Active Wellbeing School are responsible for the day to day emotional and behavioral development of its pupils. We have a strong nurturing ethos, and this is reflected within our provision and planning in the classes. Our school SENDCo has overall responsibility for SEND and disabilities throughout the school.

6.1 The SENCO

The SENCO at our school is Danielle Doyle.

They will:

- Work with the headteacher and governors to determine the strategic development of the SEND 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings (in person and via phone call) to discuss their child's Individual Education Plan (IEP)
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Invited to an Annual Review to discuss their child's progress and amend their EHCP if necessary

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

As a SEND school, Active Wellbeing caters for a range of SEND needs, the range of needs of our students are:

- Social, Emotional and Mental Health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Specific Learning Difficulties including Dyslexia and Dyspraxia (SpLD)
- Attachment Disorder
- Speech, Language and Communication Needs (SLCN)

- Moderate Learning Disability (MLD)
- Moderate Speech and Language Needs

Social, Emotional and Mental Health /Educational Behavioural Difficulties:

- SEMH/EBD difficulties are overarching terms for children who demonstrate difficulties with emotional regulation and/or social interaction and who may be experiencing mental health problems.
- Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

ASD

An Autistic Spectrum Disorder (ASD) is a lifelong, complex developmental disability that affects the way a person communicates and relates to people around them. Individuals with an ASD diagnosis will show a range of characteristics, and no two individuals are affected in exactly the same way. All individuals with ASD share, to differing extents, the triad of impairments affecting their ability to:

- understand and use non-verbal and verbal communication (for example not fully understanding the meaning of gestures, facial expressions or tone of voice).
- understand social behaviour which affects their ability to interact with others
- think and behave flexibly — which may be shown in restricted, obsessional or repetitive activities, a limited imagination and/or difficulty with change

In addition some children and young people with ASD have sensory needs in relation to an enhanced or reduced perception of sounds, sights, smell, touch and taste, which affects their response to these sensory input and integration. They may also have coordination and planning difficulties and unusual sleep and behaviour patterns.

All the above difficulties mean that the young people are often highly anxious from trying to make sense of the world, and this may have an effect on their behaviour.

Specific Learning difficulties:

The term 'Specific Learning Difficulty' (SpLD) is a term that refers to a difference or difficulty with particular aspects of learning.

The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia. An individual may have one of these independently or in combination with others and there is a continuum from mild to severe. All children and young people have different abilities to think, remember and learn; these are the cognitive skills. When an individual has difficulties or weaknesses in just one or two areas in contrast to average or good cognitive skills this is called a Specific Learning Difficulty for example, struggling to form letters and hear word sounds.

Attachment Disorder

Attachment disorder is a condition shown in children and young people by a lack of emotional responsiveness especially to caregivers and by emotions such as fear and sadness. Often this disorder will mean that the individual has difficulty forming healthy attachments.

Moderate Learning Difficulties:

Children and young people with Moderate Learning Difficulties (MLD) will generally have attainments below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Speech, Language and Communication Needs:

Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop the skills involved. SLCN is the umbrella term most commonly used to describe these difficulties. Children and young people with SLCN may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different. The provision to support SLCN at Active Wellbeing School is referred to as SALT (Speech and Language Therapy.)

7.1 The graduated approach to SEN support

When a pupil starts at Active Wellbeing School, we will ensure to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in our SharePoint, and will be made accessible to staff in an Individual Education Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

7.2 Support at Active Wellbeing School

All children at Active Wellbeing School have an Individual Education Plan (IEP). Provision/action that is additional to or different from that is available to all will be recorded in an IEP. The school SENDCo compiles and reviews each student's IEP alongside each child's class teacher every full term.

The IEP will set targets for the pupil and will detail:

- the short-term SMART targets set for or by the child linked to EHCP outcomes
- criteria for success
- the teaching strategies to be used that will link to planning
- the provision to be put in place
- resources required to implement the teaching strategies
- evidence and IEP review discussions termly
- who and when the plan is to be reviewed by

The IEP will be reviewed every term and the outcomes will be recorded. Where possible, pupils who are cognitively able to, will participate fully in the review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

At Active Wellbeing School, some children also have defined physical disabilities as well as their primary SEND needs. The school SENDCo ensures they liaise with all existing medical professionals involved with the child and family to ensure students with a physical disability also has a care plan as well as an IEP. The SENDCo will seek advice and support from other health and medical professionals for any new identified medical and health needs.

Active Wellbeing School has wheelchair access with one disabled toilet available. There are trained members of staff in the administration of medication and the needs of the children who require special dietary needs can be fully met.

Most children who attend Active Wellbeing School arrive and leave via school transport, all of our transport vehicles also have disability access.

SEND Interventions

Our SENDCo designs and implements a SEND intervention programme throughout school. Some of the more commonly used interventions are:

- Lego Therapy
- Speech and Language Therapy additional to SALT provided by external services
- A bespoke Nurture provision, available to every child (Emotional Literacy Support Assistants)

The level of intensity of each intervention is determined by the level of need for each child, the three levels of interventions are:

- Low level interventions
- Medium level interventions
- Intensive level interventions

7.3 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

10. Admission and accessibility arrangements

All children at Active Wellbeing Independent School have an Education Health Care Plan. They are referred to the school by the LA SENMAS team. If a school placement is offered and granted by the Local Authority SEND panel, the SENDCo begins reviewing which class is most suitable for the child to join and begins preparing for the new student's admission. The SENDCo sets an initial IEP and a phased introduction to school life suited to the individual needs and confidence of each child in partnership with other professionals and the child's family.

11. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy (Please see website).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- Pupils' progress and attainment
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

12.2 Monitoring the policy

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

13. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy