

<b>Reference number</b>	EdPol-025
<b>Designation</b>	Education Services Policy

# Special Educational Needs and Disability (SEND) Policy

## Arise Academy

<b>Responsible department:</b>	Education Division	<b>Owner:</b>	MD Education
<b>Version:</b>	4.0	<b>Date of issue:</b>	January 2024
<b>Date of next review:</b>	January 2025	<b>Executive approval:</b>	MD Education

<b>Scope:</b>	This policy applies to the Education Division.
<b>Objectives</b>	<p>Our aim is to ensure that our pupils reach their full potential in education and personal development by receiving the highest standards of teaching and care. We believe that all children and young people are entitled to an education and care that enables them to:</p> <ul style="list-style-type: none"> <li>• Reach their potential</li> <li>• Constantly strive and achieve their personal and academic goals</li> <li>• Be included in all aspects of education and social activity that they chose</li> <li>• Forge their own bespoke pathway for achievement</li> <li>• Make a successful transition into adulthood</li> </ul> <p>All children and young people should have access to high quality education and care based on a need-led assessment.</p>

<p><b>Applicable legislation/standards:</b></p>	<p>Special Educational Needs and Disability (SEND) Code of Practice Part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014 This policy is to be read in conjunction with the following Horizon Policies and guidance:</p> <ul style="list-style-type: none"> <li>• Behaviour policy</li> <li>• Equality information and objectives</li> <li>• Supporting pupils with medical conditions</li> <li>• Therapy policies</li> <li>• School development plans and SEF (Self Evaluation Framework)</li> <li>• Intimate care policy</li> <li>• Safeguarding Policy</li> <li>• Child Protection</li> <li>• SEND Assessment Guidance</li> </ul>
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Version	Date of withdrawal	Reason for withdrawal
3.0	December 2023	Annual Review

## 1. Policies

### 1.1 Purpose

Our aim is to ensure that our pupils reach their full potential in education and personal development by receiving the highest standards of teaching and care. We believe that all children and young people are entitled to an education and care that enables them to:

- Reach their potential
- Constantly strive and achieve their personal and academic goals
- Be included in all aspects of education and social activity that they chose
- Forge their own bespoke pathway for achievement
- Make a successful transition into adulthood

All children and young people should have access to high quality education and care based on a need-led assessment. Within our schools we used the 7C's strengths-based framework to assess and monitor progress in our students.

We have a range of principles that our schools apply to ensure high quality Teaching, Learning and Development.

We have an integrated therapy model called SHINE. Our SHINE (Supporting Healing in Nurturing Environments) Therapeutic Model allows us to practice using a psychologically informed and trauma responsive approach across Horizon. SHINE brings together up to date research and approaches which have been found to be essential when supporting young people who have experienced trauma and adversity.

Dyadic Developmental Psychotherapy, an evidence-based attachment-focused approach for working with young people incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE), underpins our SHINE model. In addition, we also draw from current neuropsychological evidence, notably the work of Bruce Perry, Daniel Siegel and Bessel van der Kolk.

At Horizon we provide opportunities which enable young people and colleagues to achieve their full potential. Therapeutic and compassionate care is at the heart of our practice. Our SHINE Therapeutic Model allows us to deliver attachment-aware and trauma-informed education, care and support across our services.

#### **We believe that everyone deserves their opportunity to shine.**

Our schools provide provision for a range of needs, including but not exclusive to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia (See appendix 1 for Neurodiversity process)

- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Moderate learning difficulties
- Sensory Processing Needs

At the point of referral, we collaborate with our Business Development team to identify academic and therapeutic needs. The EHCP and accompanying paperwork are reviewed and we liaise with other professionals, as well as meeting with the young person and their family, both on a school visit and subsequent home visit.

During the young person's initial 12 weeks at the school there will be a 7C's portfolio and action plan completed in collaboration with the young person as well as baseline assessments, which could include numeracy, literacy and wider curriculum needs. They will also have therapeutic screening assessments to capture any needs not identified within the EHCP (See assessment process in Appendix 2). Feedback on all these assessments will be provided to the young person, parent/carer and local authority.

As therapeutic support is integrated into our schools if a young person is receiving any therapeutic support, training is given, or strategies are provided to make sure the young person is supported throughout the school day.

Every year there is an annual review held, to which parents/carers, SEND Officer and any other key professionals are invited. At this annual review, the progress of the young person is discussed as well as any revisions to EHCP due to progress and any areas requiring increased support.

We place a great deal of importance on communicating effectively with all parents and carers therefore, we have dedicated staff to help ensure excellent standards of communication with parents. All parents will receive regular phone calls or emails home or will use a home/school diary, depending on which format best suits the needs of the parents. We ensure that communication includes lots of positives and is not just done if there has been a difficult day. We ensure that information and feedback is shared formally with parents/carers at regular intervals by holding parent's evenings three times a year. We provide termly reports on student progress. Parents may also be invited to school for special assemblies, celebrations, or events. Parents are always welcome to ring in to speak to the headteacher or to arrange a meeting to come into the school.

In addition, our Senior Leadership Teams conduct learning walks throughout to monitor our teachers and teaching practices to ensure that we are providing the

pupils with the best education we can.

The pastoral team is responsible for delivering assistance to students and their families, participating in supplementary meetings as required. Additionally, they serve as the primary contact for addressing and supporting young individuals experiencing anxiety and mental health challenges.

## **2. Roles and responsibilities**

### **2.1 The Board and Leadership Team**

- To ensure governance processes to provide high quality curriculum and Teaching
- To provide environments that are inclusive to those with Neurodiverse conditions using the latest research.
- To manage the Horizon principles on which our high-quality curriculum is based
- To direct the integration of Therapeutic practice in our schools
- To raise awareness of SEND policy
- To monitor the quality and effectiveness of SEND and disability provision within the school.
- To work with the headteacher to embed the SEND policy and provision in the school.

### **2.2 Head Teacher**

- To Provide a SHINE environment in which everybody feels safe and able to learn.
- To embed governance processes into the everyday culture of the school
- To ensure the children and young people's views are listened to.
- To ensure equality and inclusion for each pupil.
- To foster a culture of dignity, self-respect, and independence.
- To support their team to maximise each child/young person's potential.
- To lead the vision for the school and inspire staff to achieve high standards for each child and young person.
- To provide an environment that is appropriate for all students
- To have oversight of a high-quality curriculum that is based on the Horizon principles. As part of that curriculum therapeutic, trauma informed practices are to be evident.
- To collaborate with parents, carers, authorities, and other outside agencies to ensure children and young people are given the greatest opportunity to succeed.
- To ensure each school has a qualified SENCO or SENCO in training in line with national standards.

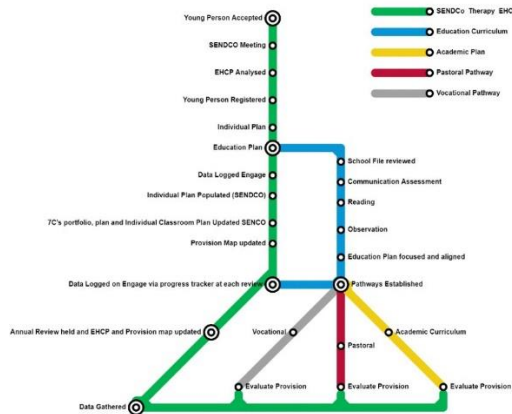
- To educate staff on SEN difficulties experienced by the pupils as part of their induction.

### 2.3 SENDCO

The SENDCO will:

- Coordinate assessment of the individual's needs within the setting of the within the first twelve weeks of a placement.
- Utilise the 7C's strengths-based framework to underpin assessment and goals for the academic year. This framework will be used to monitor ongoing progress throughout the academic year.
- Provide training for highly specialist needs as appropriate.
- Coordinate the Therapeutic input required in collaboration with Therapeutic service manager.
- Will determine the levels of support required for the individual (universal, targeted or specialist).
- Oversee implementation of appropriate provision, activities, and curriculum to support those needs.
- Prioritise and sequence the needs identified within the EHCP to ensure optimal achievement and performance of the individual.
- Attend Education Therapy referrals meetings to ensure all referrals are made to appropriate professionals.
- Evaluate the provision map to identify any specific arrangements / resources for cohort groups (e.g., ASD.)
- Coordinate reflective practice sessions for staff team led by a psychologist/psychologist in training. The purpose of these sessions is to continue staff development and skills to support individuals.
- Collaborate with the individual and family/carer to create an appropriate transition into our school.
- Champion equality, diversity, and inclusion across our school
- Provide opportunities for children and young people to transfer skills learnt in one setting/lesson to other situations/settings.
- Ensure all transitions both internal and external are managed effectively and specifically planned to meet the needs of the individual.
- Observe in the classroom and recording and sharing areas for development.
- Monitor progress on a school and individual level.
- Attend annual reviews.
- Liaise with local authorities/Professional/ Parents/Carers.
- Request updates to EHCP or challenging content on EHCP if no longer relevant.
- Cascade updates in SEND to teams.

- Advise on the graduated approach to SEN support by connecting the EHCP, 7C's portfolio and the principles of academic assessment. The SENCO will be integral to supporting the young person to commence on the appropriate pathway. See below:



- Will take a lead on the four-part cycle of assess, plan, do, review to ensure that our young people continue to progress and develop in our schools.
- Ensure that the young person's voice is integral to their journey with a Horizon school.
- Facilitate regular and collaborative reviews of young people's progress to include the young person, teacher, parent/carer, and Local Authority as required.
- Use Individual classroom plans to embed strategies of support into the classroom and support TA's and Teachers to monitor progress regularly using these documents.
- Liaise with potential next providers of education to ensure positive transition.
- Ensure that preparing for adulthood is planned and at the forefront of any young people year 9 onwards.
- Maintain the provision map and SEN register for the school.

## 2.4 Teachers

The class or subject teacher will:

- Work with the SENCO to carry out a clear analysis of the pupil's needs using the 7C's framework and academic assessment.
- Embed strategies from the EHCP, Individual Classroom plan and any other specialist advice into daily teaching.
- Supporting pupils in preparing for adulthood.
- Work with careers leads to ensure that our pupils have access to a wealth of opportunities to experience future career options.

- Be responsible and accountable for the progress and development of all the pupils in their class.
- Ensure that High-quality teaching is adapted to meet individual pupils needs.
- Ensure they work closely with parents/carers, to ensure that there is effective communication between parents/carers and the school.
- Provide environments conducive to pupils to being happy, successful, and keen to learn.
- Provide a variety of quality educational experiences in all aspects of life.
- Support students to develop effective communication skills and express their thoughts, feelings, and choices.
- Enable students to build confidence, develop self-esteem, self-reliance and make informed choices.
- Teach school curriculums that are well researched, broad, and balanced, based on statutory requirements whilst being appropriately adapted to meet the needs of all students.
- Facilitate students to build friendships and become sensitive to the needs of others by encouraging good social skills.
- Model moral, culture, and spiritual awareness.
- Prepare students for life in modern Britain and support them to maintain fundamental British Values.
- Partner with other agencies to ensure that students' needs are being met and maximised.
- Enable students to join in with all activities at their school to the greatest degree possible.
- Encourage students to express their views and be fully involved in decisions which affect their education.

## **2.5 Therapeutic Services**

- Provide screening of all new students to the school in scope of professional practice.
- Train staff teams in SHINE.
- Collaborate with SENCO to ensure needs specified in EHCP are met appropriately.
- To be respectful and caring to the needs of the young people and listen to their expressed wishes for therapeutic input.
- To support schools with meeting the KCSIE (Keeping Children Safe in Education) part 5 by supporting with AIM checklists for an identified harmful sexual behaviour.
- To support staff with regular reflective practice sessions that will develop their skills and maintain wellbeing.
- To provide direct therapies that are within scope of practice as identified by the professional at time of assessment/screening.



- To provide monthly referrals meetings to discuss new referrals and those on our waiting lists.
- To provide educational materials and training to staff on a variety of topics.
- To provide advice to staff teams on management of conditions, improving function or communication, managing sensory needs etc.
- To share outcomes of direct work with parents/carers, young person, school, and local authority.

### **3. Complaints about SEN**

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

The parents of pupils 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 and suspensions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **4. Policy compliance and effectiveness**

- This policy will ensure that the needs of the young people in our schools are met.
- This policy outlines how academic and personal development will be monitored and reviewed.
- This policy stipulates regular feedback to young person, parent/carers, and Local Authority.
- This policy has associations with the safeguarding, complaints, and therapy policies.

### **5. Policy review**

This policy will be reviewed every year, or earlier if there are changes in relevant legislation, guidance, best practice, or Horizon's processes.

### **6. Equality impact**

This policy has been subject to an equality impact assessment and Horizon is satisfied that it does not unfairly disadvantage any person.

Statement re: associated policies i.e., complaints, Equality/inclusion