



Send and Inclusion Policy

Introduction

The Anchor SENDfriendly school is an inclusive, independent co-educational school for pupils aged 2 to 25. This SEND (Special Educational Needs and Disabilities), and Inclusion Policy applies to all sections of the school, clubs & any after school care provision.

This policy has been developed by the staff. Legal Framework This SEND and Inclusion Policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

The Anchor SENDfriendly school is committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, or background.

These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- The Children Act 1989
- The Equality Act 2010
- The Special Needs and Disability Act 2001
- The Education Act 1996
- School policies, including the Child Protection Safeguarding Policy



- [Link to guidance on 'Changes to the law on education, health and care needs assessment and plans due to coronavirus'](#). 30 April 2020

Definition of SEND

The school considers a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- Significantly greater difficulty in learning than the majority of pupils of the same age
- They have a disability, which prevents or hinders them from making use of facilities provided for their peer group in mainstream schools.
- Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:
 - ◆ Communication and Interaction, autistic spectrum and language disorder
 - ◆ Cognition and Learning dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay
 - ◆ Social, Emotional and Mental Health Difficulties, ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
 - ◆ Sensory and/or Physical Needs, hearing or vision impaired

Some pupils may have difficulties in more than one of these four categories.

The school aims to:

- Work closely with parents and pupils to consider their views and aspirations and the families' experience of and hopes for their child.



- Invite families to be involved at every stage of planning and reviewing of the SEND provision for their child.
- Ensure that pupils benefit from 'Quality First Teaching':
 - ◆ Teachers assess, plan, and teach all pupils to allow them to progress in their learning.
 - ◆ The school uses focused interventions to target skills.
 - ◆ Have high expectations for all pupils, but within reason and children's capabilities.

A pupil doesn't have SEND because they are taught in a language different to the one used at home. The school may recommend that pupil's whose first language is not English, receive support in English as an Additional Language.

Aims and objectives

- The Anchor SENDfriendly school aims to develop an environment where all students can flourish and feel safe. We recognise that students learn at different rates and that there are many factors affecting achievement and progress, including ability, emotional state, age, and maturity.
- To foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.
- To Create an environment that meets the special educational needs of each child.
- To help every pupil realise their potential and optimise self-esteem by providing access to a broad, inclusive, and relevant curriculum, which is differentiated to meet individual needs.
- Maintain pupil records detailing individual needs, interventions, and progress



- To ensure that all staff involved in the care and learning of SEND pupils take responsibility for recognising and addressing their individual needs.
- Make information available to staff for their planning regarding pupils'
- Regular INSET for staff in specific aspects of meeting the needs of pupils
- To make clear the expectations of all partners in the process – staff, parents, SENCO, pupils
- The whole school community to demonstrate a positive attitude towards SEND and Inclusion Policy
- To create an effective parent partnership with a joint learning approach at home and at school.
- To ensure that the pupils have a voice in this process and are fully involved in their setting of targets and in the review process where they can.
- Create links with relevant schools, organisations and outside agencies
- To involve parents and the children themselves, where appropriate, in planning and in any decision-making that affects them.
- To ensure that the relevant legislation, Code of Practice, and guidance are implemented effectively across the school

Roles and Responsibilities

The Head teacher has responsibility for:

- Day-to-day management of all aspects of the school's work



- Informing the CEO and Proprietor of any issues
- The Head teacher will work closely with the CEO and the Proprietor.
- Chairing Annual Review documents for pupils with EHCP's.

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Recording and reporting on intervention progress
- Advising on the graduated approach to providing support – Assess, Plan, Do, Review
- Managing the LSA's
- Overseeing and updating the records of pupils
- Liaising with parents/carers of pupils.
- Contributing to INSET
- A point of contact for external agencies – Previous SENDCo's
- Liaising with other schools, educational psychologists, health, social care professionals and other external agencies.
- Monitoring the impact of interventions provided for pupils in the school.
- Monitor and arrange Access Arrangements for pupils



- Working with the Head teacher, CEO and Proprietor to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and Access arrangements
- Ensuring that the school keeps the records of all children up to date.

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the school's SEND and Inclusion Policy and understanding the procedures for identifying, assessing and provision for pupils with SEND
- Provide quality teaching, differentiated for individual pupils. This includes reviewing and developing, understanding of strategies to identify and support SEND pupils and their knowledge of the most common SEND needs
- Responsible for setting learning challenges and facilitating SEND provision in response to pupils' diverse needs to remove potential barriers to learning. This includes working with the SEND team to analyse pupils' needs using teacher assessment and experience of the pupil as well as previous progress and attainment

The School Nurse responsibility:

- To provide leadership in promoting a healthy and safe school environment, case
- Responsible for the care plan whilst the child is in school
- Knows what members of the wider team are involved in the child's health care
- Coordinates care review meetings
- Ensures key milestones are met where necessary.
- Acts as a single point of contact for members of the team in terms of the child's care



- May organise relevant clinics for wider team members
- Ensures that the child and family are central to the care process

The school is committed to inclusivity, irrespective of SEND.

However, pupils should have the ability and aptitude to access an academic curriculum. Pupils with SEND may be accepted provided that the appropriate resources and facilities are available. As part of the admissions process:

- Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities, and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances
- Admission is based on screening of academic potential and paperwork that outlines the pupil's academic and social needs, pupil visits and the taster days.

Identification

The Director of SEN, SENDCO, or delegated member of staff will liaise with a child's previous school where pupils have been identified as having SEND. During their first term at the school, pupils are monitored by teaching staff and the SEND Team to identify any further need and provision. Early identification of a pupil's change to SEND is essential if progress is to be maintained or enhanced. Parents should inform staff of any concerns as pupils may mask difficulties.

The school will continue to monitor pupils' progress to identify any future changes to their SEND needs.

Staff report any concerns regarding pupils' ability to learn to the pupil's Teacher, SENDCO and headteacher. The SENDCO may assess a pupil to help identification. Results will be shared with staff members and parents where a plan for support is discussed.



Concerns expressed by parents will be acknowledged by the Teacher, Head teacher or SENDCO. The SEN team will decide whether an assessment is required. Results from any assessment will be shared with parents and Teachers.

Identification, Assessment and Review Arrangements

SEND support – a four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in school and all students who are identified as having an additional need, have an individual and bespoke pupil profile. This outlines their primary area of need and gives suggestions on best ways to support them.

Assess

Subject teachers, support staff and the SENCO, will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified. Adjustments, interventions, support and review date will be agreed with staff, parents and student. This will be recorded on the school information system.

Do

Subject teachers will remain responsible for working with the student daily and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with



SEND staff at other times either through face to face or telephone communication. Additional reviews will be arranged according to need. Subject teachers, working with the SENDCO, will revise the support considering the student's progress. If a student does not make the expected progress over a sustained period of time, the school will consider involving specialists.

School liaises with the following services –

Educational Psychology Service

School Nursing Team

SEND support

CAMHS (Child and Adolescent Mental Health Service)

Social Services (as appropriate)

Looked After Children Team (as appropriate).

Provision

All staff are teachers of SEND pupils and plan the curriculum to meet the learning needs of all pupils with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four-part cycle of Assess, Plan, Do, Review.

If a pupil continues to make less than expected progress the SENDCO/Therapist may re/assess the pupil. The assessment results will indicate further support, which may include:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

The school can identify SEND, provide learning support but does not diagnose. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the school.

Social, Emotional & Mental Health Needs

Emotional literacy is part of child development and wellbeing. Poor behaviour is not classified as SEND. If a pupil shows consistent unwanted behaviours, the class/form teacher will assess the pupil's needs, taking into account family circumstances and the pupil's history. If the pupil's behaviour is in response to trauma or to home-based experiences e.g., bereavement, parental separation, the school may refer to outside agencies to support the family and pupil. If parents and school are concerned that the pupil may have mental health needs, parents should ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the educational psychologist.

Access to Extra Curricular Activities

The school ensures that every pupil can access all activities and trips. The school will make reasonable adaptations. The main concern is for the safety and wellbeing of all pupils. If it is considered unsafe for a pupil to take part in a specific activity this will be discussed with the pupil's parents. Pupils are not excluded from a trip because of medical needs.

Transition Arrangements

During the summer term the school arranges a comprehensive transition programme, which includes visits for the pupils at various times of the school day. Pupils entering the school from other schools during the year are given a tour of the school, experience a taster day meeting key staff, and a parent's guide to the school is provided. Pupils with SEND or attachment needs may require additional transition visits in small groups or individually or additional resources to support the transition e.g. photographs of key staff and places, letters from the teacher, transition items e.g., a soft toy. Additional transition arrangements may be made e.g., extra visits, travel training etc. The school has a respite where students can be welcome to visit and try out to have the feel of the school and if they will like it.

Partnership with Parents



The knowledge and first-hand experience parents have regarding their children contribute to their child's education. Parents are partners in the educational process. The CEO, head teacher, SENCO, other pastoral staff and class teachers are available to discuss parental concerns. Specialist assessments should be shared with the SEND team.

Professional Development

The CEO and the SENCO promote the sharing of knowledge, expertise and good practice. The department keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND

Complaints

The school provides quality first teaching and pastoral care to all pupils. Complaints should be directed to the Class Teacher, SENCO, Head teacher and if appropriate, the CEO who will treat the complaint in accordance with the school's Complaints Procedure, available on the school's website

Review

This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for pupils.

Created	03/09/2023
Next Review	03/09/2025
Created by	Mariam Ssebaduka Nurse
Reviewed by	
Review on	