SEND Policy

Special educational needs and disabilities

SMS Changing Lives School

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SEND Policy

SMS Changing Lives School

Approved by:	Hecabe DuFraisse	**Date:**	August 2020
Last reviewed on:	August 2025		
Next review due by:	December 2026		

This policy is disseminated to staff at relevant meetings and through line management and staff appraisal. The policy is referred to regularly in line with SEND training and is listed on the school website.

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1. Our Vision

SMS Changing Lives School is an independent specialist school, and we are committed to ensuring that the necessary provision is made for the SEND requirements of all our students, across all four areas of SEND:

- Communication needs
- Sensory and processing needs
- Social, emotional and mental health needs
- Physical, health and care needs

All our students have additional needs which must be addressed so that they can achieve their full potential. We write Individual Education Plans (IEPs) which are updated on a regular basis to ensure that all staff are aware of individual student needs and how best to meet these, by methods such as differentiation in tasks, clear and concise instructions, and a patient and nurturing approach.

We believe that every student, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be whilst studying at SMS and in preparation for post-16 pathways.

2. Legislation and Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and can be referenced with the following;

- SEND code of practice: 0 to 25 years (2015)
- The Children and Families Act (2014)
- The SEND Regulations (2014)
- Keeping Children Safe in Education (2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

The Equality Act 2010 brought together a range of previous acts into a single Act, aiming to unify and strengthen discrimination law and support progress on equality.

SMS Changing Lives will adhere to all legal frameworks within SEND regulation and ensure all staff are trained to understand and drive the SEND policy.

3. Definitions

A student is defined as having SEND if they have a learning difficulty or disability which calls for specialeducational 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 usually 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.

Special Educational Provision is defined as:

The provision for children of two years or over, or - for a young person - of educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.

4. Roles and Responsibilities

The Proprietor is Jonny Davies.

The Head Teacher is Hecabe DuFraisse.

The named SEN coordinator (SENCO) for the school is Amanda Welch.

The Inclusion Manager is Isaac DuFraisse.

The Senior Leadership Team has due regard for the guidance in the SEND Code of Practice 2014 and the Children and Families Act 2014.

The Proprietor will:

Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

Have overall responsibility for the provision for learners with SEND and/or a disability need.

The Headteacher will:

- Monitor the quality and effectiveness of SEND and disability provision within the school and keep the Proprietor updated.
- Work with the Proprietor, Senior Leadership Team and SENCO to determine the strategic development of the SEND actions and oversee that whole school procedures are consistently exercised.
- Have overall responsibility of all staff practices in school.

The SENCO will:

- Work with the Proprietor and Headteacher to determine the operational development of the SEND policy and provision in the school.
- Provide professional guidance to colleagues, and work with staff, parents, and other agencies to ensure that students with additional SEND receive appropriate support within the special school setting.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential future providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all statutory SEND processes up to date.

Tutors

Each tutor is responsible for:

- Updating the SLEUTH logging system on a daily basis, regarding concerns around students' development and welfare.
- Developing and maintaining Individual Education Plan (IEP) targets (and apply strategies to achieve these targets) derived from the EHCP, under the supervision of the SENCO, in order to ensure good progress for the students in their classes.
- Creating, maintaining and developing a positive and nurturing relationship with students to support their Social, Emotional and Mental Health needs, resulting in effective behaviour management and good learning practice.
- Working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Implementing the "Special Classroom Arrangements" for each pupil they teach; this can be

differentiated activities, and/or learning tools such as overlays in each lesson to support learning.

- Reporting termly on progress with the SENCO to maintain continuous good practice and ensure that communication in preparation for meetings is consistently good.

5. Identification of SEND

All students on our school roll have an education, health and care (EHC) plan. All the students attending our school have SEMH. Some students have additional needs in the areas of:

- Communication and interaction.
- Cognition and Learning.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, autism, ADHD.

At SMS, we strive to ensure that the progress of our students with SEND matches or improves upon the progress of similar students nationally.

The class or subject teacher will work with the SENCO to carry out a clear analysis of each student's needs.

This will draw on:

- The teachers' assessment throughout the academic year, such as baseline assessments.
- Feedback given through teacher marking
- Historical attainment / Behaviour data
- Analysis of data based on the national average
- Parent and Carer views
- Student views
- External Professional guidance.

All teachers and support staff at SMS Changing Lives will be made aware of students' needs through SEND documents alongside professional feedback sessions from the SENCO.

The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6. Consulting with Parents

The school will have an early discussion with the student and their parents/carers in order to identify what support they will need from SMS Changing Lives School.

Individual needs of students with SEND are discussed in detail on entry to the school in transition meetings with parents.

Individual Education Plans will be shared and discussed with parents. These conversations make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parent/carer concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

The school takes pride on communicating with parents/carers, outside agencies, and the young person themselves.

Termly reviews with the SENCO are available for parents/carers. Staff meetings share parent/ carer views.

We aim to liaise regularly with relevant professionals to ensure an holistic approach and maintain a consistent relationship.

7. Record Keeping

Records of SEND support is a vital component of SEND at our school.

We pride ourselves at SMS Changing Lives as being robust, consistent and innovative in the interventions offered here.

Schools are required to keep clear records of a pupil's SEND, the provision put in place for them, and the difference that support will make.

This record will include:

- The short-term targets set for or by the pupil.
- The teaching strategies to be used.
- The provision to be put in place and reviews taking place.

- Success and/or exit criteria.

The SENCO has responsibility for ensuring that records are properly kept and available as and when required.

8. Working with External Professionals

At SMS Changing Lives School, we use a wide variety of outside agencies and support:

- Healthy Young Minds (HYM) (formally the Child and Adolescent Mental Health Service(CAMHS).
- Educational Psychologists – We work with BMindful to conduct observation and assessments of children's needs to support their learning.
- Social Services - Social services support families and safeguard children who may be at risk.
- Local Authorities – SEND team.
- YOS – Youth Offending Service.
- SMS Inclusion Manager.

9. Links with other policies

This policy links to our other policies including:

- Child Protection and Safeguarding Policy
- First Aid Policy
- Equality and Diversity Policy
- Behaviour Policy

10. Complaints about the SEND Provision

Parent/carers who would like to raise a concern that cannot be resolved by discussion with the class teachers should contact the Head Teacher in the first instance.

Formal complaints about SEN provision in our school should be made in line with the school's complaints policy.

11. Monitoring Arrangements

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