



## Poplar House School

# Special Educational Needs and Disabilities (SEND) Policy

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

V. Prosser  
\_\_\_\_\_ Executive Head  
Teacher

January 23

Date: \_\_\_\_\_

E. Bartlet  
\_\_\_\_\_ Director  
of Education

January 23

Date: \_\_\_\_\_

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## Statement of intent

At Poplar House School we believe that:

*“Special educational needs doesn’t mean that student is incapable of learning. It just means that they may need different support in order to succeed”*

We acknowledge that everyone has strengths and areas for development, and we make it our mission to identify what these are for our students and staff. This enables to provide an appropriate and high-quality education to all of our students.

We believe that:

- All children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- All children should be equally valued in school. We do not tolerate prejudice and discrimination but provide an environment where all children can flourish and feel safe.
- All children including those with SEND have the right to access the appropriate level of provision.
- Every teacher is a teacher of every child or young person including those with SEN/D

We are committed to inclusion, this means that the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

We aim to engender a sense of community and belonging offering new opportunities to learners who may have experienced difficulties in previous settings. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

This policy outlines the framework for the school to meet its duty, obligation, and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their stakeholders in decision-making
- The identification of pupils' needs
- Collaboration between education, health, and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their stakeholders over their support
- Successful preparation for adulthood, including independent living and employment

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity, and Inclusion Policy
- Confidentiality Policy
- Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

## 2. Identifying SEND

The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of Executive Head teacher and Director of Education, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap
- The attainment gap is widened by the plateauing of progress

## 3. Definitions

The Special Educational Needs and Disability Code of Practice (0-25years) 2014 states that:

A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEN/D if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision is not made for them.

Many children and young people who have a SEN may have a disability under the Equality Act 2010- that is "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities"

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have a SEN/D but where a child requires special educational provision over and above the adjustments aids and services required by the Equality Act 2010, they will additionally be covered by the SEN/D definition.

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

## 4. Categories of Need

The school reviews how well equipped we are to provide support across the following areas:

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

### Communication and interaction

Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Condition (ASC), can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times of their lives.

The SENCO will work with pupils, stakeholders, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Cognition and learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Pupils with learning difficulties may require support – the school will offer one-to-one learning support where possible and apply for extra funding to support an individual if required. The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

### Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, anxiety or displaying challenging behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

### Sensory or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

## 5. Objectives

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

1. To ensure the SEND and Disability Act and relevant Codes of Practice 2014 and guidance are implemented effectively across the school.
2. To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
3. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
6. To provide full access to the curriculum through differentiated planning by class teachers, SENDCo and support staff as appropriate.



7. To provide specific input where necessary, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
8. To provide support and advice for all staff working with special educational needs pupils.
9. To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
10. To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of life and learning post 18.
11. To involve parents/carers at every stage in plans to meet their child's additional needs.
12. Where appropriate to involve the children themselves in planning and in any decision making that affects them.

## **6. Roles and responsibilities**

The Executive Head Teacher, Director of Education or Proprietor will be responsible for:

- Communicating with pupils with SEND and their stakeholders when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g., in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to stakeholders and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an **annual** basis.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews, in conjunction with the SENCO.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their Stakeholders are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and stakeholders to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping stakeholders and relevant teachers up to date with any changes or concerns involving a pupil, considering the school's Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the SENCO, Executive Head teacher, and Director of Education on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

The SENCO will be responsible for:

- Collaborating with the Executive Head teacher, Director of Education and Headteacher, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant individuals to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the stakeholder of pupils with SEND.
- Liaising with providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their stakeholders are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, stakeholders and other agencies, including SEND charities.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Informing the stakeholders of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant staff within Educ8.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the Executive Head teacher and Director of Education to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.

- Promoting supportive engagement with stakeholders in safeguarding and promote the welfare of pupils with SEND.
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement, and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

All teaching staff will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with stakeholders, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able if appropriate to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their lessons.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the lead teacher.

All support staff will be responsible for:

- Meeting a range of needs from English and Maths to pastoral or communication difficulties, which are tailor-made to the child.
- They may also deliver speech and language interventions
- Support Staff are supported by the SENDCo on a termly basis to plan and review, and to adapt the learning programmes they are delivering, if necessary.
- They also access weekly opportunities for continuous professional development.
- Support Staff will also carry out diagnostic assessments of individual children, which are used to identify the child's needs and the appropriate interventions required.
- They liaise with the Teachers to review and set new outcomes for pupil profiles for the children they work with each term.

## **7. Children with specific circumstances**

### **EAL**

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **8. Supporting Students with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEND) and may have a statement or Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For more detailed information please refer to - **Supporting pupils with Medical Conditions and Managing Medicines in School Policy**. This School Policy can be accessed on the school website.

## **9. Involving pupils and stakeholders in decision-making**

Stakeholders of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Stakeholders will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the virtual school, social workers, stakeholders and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help stakeholders and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their stakeholder to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on stakeholder.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils and some of their stakeholders a minimum of **three** times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

## **10. Joint commissioning, planning and delivery**

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

The school will work closely with local education, health, and social care services to ensure pupils get the right support.

The school will assist the virtual school in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will plan, deliver, and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

**We work closely with BMindful, who provide a range of clinical services to ensure that we are working therapeutically. The support entails the following:**

- The Educational Psychologist visits the school regularly following discussion with the SENDCo as to the purpose of each visit.
- Specialist staff training is delivered by the Educational Psychology service, where we do not have the necessary in-house expertise, e.g. anxiety- school based avoidance.
- The SENDCo liaises frequently with a range of agencies including:

1. Social Services
2. Speech Therapy
3. CAMHS
4. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

## **Graduated approach**

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's stakeholders, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

### **Stage 1: Assess**

- In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing.
- This assessment will be reviewed regularly which will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that we have a clear picture of the interventions put in place and their impact on progress. In some cases, outside professionals from health or social services may be involved with a child. These professionals will liaise with the school to inform our assessments. Where professionals are not already working with school staff the SENDCO may contact them if the parents agree.

### **Stage 2: Plan**

- We endeavour to inform parents as soon as a potential special educational need is identified and class teachers should maintain contact and communication with parents to keep them informed about the progress of the child. Where it is decided to provide

a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. We usually review progress during SEND review week, which is an opportunity for parent/ carers to meet with their child's class teacher outside of parents' evening to discuss their child's progress towards outcomes on their pupil profile. We are always happy to provide alternative times particularly if we anticipate longer reviews.

- All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.
- Parents will be made aware of the planned support and interventions and, where appropriate, we will seek parental involvement to reinforce or contribute to progress at home. Parents are also welcome to look at the materials and programmes we use to support children and may observe their child working with an adult if this is appropriate.

### **Stage 3: Do**

- The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they should 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 SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Stage 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 -which is usually termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. The views of the pupil will also be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.
- Where a pupil has a Statement of SEND or an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As a school we will co-operate with the local authority in the review process.



## 11. Assessment

*The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. (SEND Code of Practice 2014)*

At Poplar House School, we identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Other issues may impact on the progress and attainment of a child which may be considered to be SEND. These include for example a disability which can be overcome by ensuring we make reasonable adjustments for the individual needs of the child; poor attendance and punctuality; health and welfare issues; English as an Additional Language.

### **Sources of Information used to identify Additional Needs:**

The following information is used to help to identify the appropriate support for pupils experiencing difficulties:

#### **Learning intervention:**

- Assessment data
- Child is closely monitored
- SEND review meetings between the SENDCo and Teachers
- Parents may mention their concerns regarding their child directly to the SENDCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings.

#### **Pastoral intervention:**

- Teacher can complete a pastoral referral
- SEND review meetings between the SENDCo and Teachers
- Parents may mention their concerns regarding their child directly to the SENDCo, who will take the parent's concerns seriously and investigate further before informing the parent of her findings.

#### **Speech and Language intervention:**

- Class Teachers may flag children up at SEND review meetings with the SENDCo
- External agencies, such as Health Visitors may flag a child up for Speech and Language intervention
- Parents/ carers may also flag a child up for speech and language intervention

#### **Dyslexia intervention:**

- Teachers may flag children up at SEND review meetings

- Parents/ carers may also flag a child up for assessment for dyslexia

### **Requests for a place:**

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes. (Refer to Appendix 1, the flowchart showing the process for obtaining an assessment place).

## **12. Monitoring and Evaluation of SEND**

Monitoring and Evaluation arrangements promote an active process of continual review and improvement of provision for all pupils at our school.

1. The SENDCo will meet with each class teacher 3 times a year to discuss additional needs concerns, to review existing pupil profiles and to write new ones where necessary.
2. At other times, the SENDCo will be alerted to newly arising concerns by the Teacher. The SENDCo will discuss issues arising from these forms with the class teacher. The SENDCo will conduct further investigation before deciding whether the concern is valid. If the concern is recognised by the SENDCo, then it will be shared with the parents by the class teachers so that they are always aware of their child's potential additional needs. Parents' comments or views may be added at this time.
3. Reviewed and updated pupil profiles will be discussed with the parent and teacher with a copy of any pupil profiles sent home via the class teacher. Parents have an opportunity twice a year to discuss their child's progress and additional meetings are arranged where necessary. Pupil profiles will be discussed with the child and they and their parents may contribute to their development where appropriate.
4. Outcomes arising from SEND review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, various teaching styles, resources.
5. The SENDCo and all other subject leaders monitor planning for SEND for their curriculum area.
6. The SENDCo, together with the Headteacher, monitor the quality and effectiveness of provision for pupils with SEND through classroom observation, planning and work sampling and scrutiny.
7. The SENDCo and Headteacher also hold termly progress reviews with each teacher to track performance and monitor progress. Teachers discuss what is working well for individual children and what needs to change. This is then fed into pupil profile reviews.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCo and by trained teaching assistants (TAs) throughout the school. This is funded from the school annual budget. The support timetable is reviewed periodically throughout the year by the SENDCo and the management team in line with current pupil needs, recommendations by professionals and the budget. Additional support is funded through individual allocations from the Local Authority.
9. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and support forward planning.
10. Every year, we use national statistics to analyse the data we have on the achievements of our pupils with SEND at the end of their key stage, compared to similar schools.

11. The SENDCo also tracks the performance of the children with SEND and uses this to develop future individual plans or establish group interventions where a specific need has been identified.
12. Termly progress tracking meetings also take place with each teacher and we use this to evaluate impact of support and consider changes or developments.

### **13. Training**

The SENDCo is highly experienced senior leader, who has undertaken the role for over 15 years. She has achieved the National SENCo Award qualification, which is a requirement for anyone undertaking the role.

Staff members will keep up to date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

### **14. Promoting mental health and well-being**

The school will implement a Social, Emotional and Mental Health (SEMH) Policy. The school will ensure that there is a focus on promoting pupils' resilience, confidence, and ability to learn in subjects across the curriculum.

Positive classroom management will be implemented to promote positive behaviour, social development, and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support stakeholders in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil, if necessary
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g., regarding medication.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **15. EHC plans**

The school will fully cooperate with the social worker and virtual school when research about the pupil is being conducted. The school will provide the virtual school and local LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the virtual school and local LA.

Where the LA provides a pupil with an EHC plan, the school will involve the stakeholders and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the stakeholders of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic, and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Executive Head teacher, Director of Education or Headteacher will request the LA via the virtual school to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual

learning plan. The school will take steps to ensure that pupils and stakeholders are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that stakeholders are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **16. Reviewing the EHC plan**

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the virtual school if requested.
- Ensure that the appropriate people are given at least **two** weeks' notice of the date of the meeting, if this is possible within the parameters of our pupils' placement dates.
- Contribute any relevant information and recommendations about the EHC plan to the virtual school, keeping stakeholders involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the virtual school during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their stakeholders.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within **four** weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and stakeholders with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the stakeholders and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

## **17. Safeguarding**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Executive Head teacher, Director of Education and Headteacher will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

## **18. SEND tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a stakeholders' serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the virtual school immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the Headteacher or Executive Head teacher or Director of Education will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the virtual school and/or local LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with stakeholders to provide the pupil with the highest standard of support and education.

## **19. Supporting successful preparation for adulthood**

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g., moving on to higher education.

The school will engage with FE providers, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in their current educational setting.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with pupils and stakeholders from Year 8.
- Helping pupils and their stakeholders prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and stakeholders understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

The school's Careers Policy will include details on how the school will work with pupils with SEND to ensure they are prepared for the workplace.

## **20. Data and record keeping**

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the virtual school if requested.

The SEND information report will be prepared by the Executive Head teacher and Director of Education and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Data Protection Policy.

## **21. Confidentiality**

The school will not disclose any EHC plan without the consent of the pupil's stakeholders, except for disclosure:

- To a SEND tribunal when stakeholders appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

## **22. Resolving disagreements**

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from stakeholders of children with SEND will be handled.



## **23. Monitoring and review**

The policy is reviewed at a minimum every three years by the Executive Head teacher, Director of Education, and SENCO in conjunction with the proprietor; any changes made to this policy will be communicated to all members of staff, stakeholders of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **July 2025**. (Or sooner to reflect any changes in legislation).