The Lotus Academy Trust

Supporting children to find opportunities in every difficulty

The Damara School

Specialist SEMH Independent School

SEND POLICY and INFORMATION REPORT

Approved by: Trust Board	
Initial Ratification: 31 August 2019	**Review:** Oct 20; Oct 21; Oct 22, Oct 23, Oct 24, Oct 25, Oct 26
Next review due by: October 2027	

Report Author: Sandra Govender **Date:** 31/8/2019

1. Aims

The Damara School's SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Mission statement:

To provide children with educational experiences that caters for their individual needs and strengths. Using a therapeutic and holistic model to learning and development, our commitment is to develop new and existing skills and abilities in every child so that they may reach their full potential academically, socially, emotionally and mentally.

The school is committed to providing an inclusive education for its pupils and works with parents / carers and pupils to develop a holistic and therapeutic approach to supporting individual needs. Through establishing a culture of inclusion and diversity, we aim to ensure each pupil feels a sense of belonging and self-worth. High expectations will be set for all pupils relevant to their personal starting points. The school will use Individual Learning Plans (ILP) as a means of ensuring every pupil is included in their education.

We believe in a learning environment where every pupil can participate and achieve irrespective of their barriers and where the school will create opportunities to support pupils to overcome these barriers, raise aspirations and reach their full potential.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Sandra Govender. The SENDCO in training is Toni Mahler-Strzelecki.

She will:

- Work with the leadership team and SEND trustee to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers (including Post 16) of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the leadership team and SEND trustee/governor board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Trustee

The SEND trustee is Lucy Evans.
The SEND trustee will:

- Help to raise awareness of SEND issues at trust board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the trust board on this
- Work with the CEO and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Ensure the trust board is aware of its obligations under the Equality Act 2010, the Human Rights Act 1998, and local multi-agency safeguarding arrangements
- Ensure all trustees receive appropriate safeguarding and child protection training at induction, which is updated regularly

4.3 The **Deputy Headteacher** is Julie Cox

The Deputy Headteacher will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have shared responsibility for the provision and progress of learners with SEN and/or a disability

4.4 **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

The SEND Code of Practice states that children have special educational needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them; provision that is additional to or different from that made for others of the same age. The school implements support for pupils using the graduated approach. Interventions are three-tiered: Quality First Teaching; Additional out of class support and interventions involving the support of external agencies.

- The school is a specialist school that supports pupils with needs that fall within the four broad areas of need, including communication and interaction; cognition and learning; social, emotional and mental health; sensory and / or physical needs. The primary need the school caters for is SEMH = Social, Emotional and Mental Health however the following SEND disorders/delays that may present as a secondary need include:
- SEMH = Social, Emotional and Mental Health
- ADD/ADHD = Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder
- ASD = Autistic Spectrum Disorder
- SPLCN = Speech, Language and Communication Needs

5.2 Identifying pupils with SEND and assessing their needs

All pupils arrive at the school having experienced fractured, little or no formal education for a number of years. As they come from different previous placements, their subject specific knowledge and competencies vary greatly. Most pupil also arrive at school with abilities that are well below that which is typical for their age. All pupils complete national diagnostic assessments (reading, writing, spelling, comprehension and strengths and difficulties) which form the 'starting point' data from which progress is measured.

Attendance figures; pupil, teacher, intervention staff and parental / carer qualitative data will be analysed alongside quantitative progress data to establish possible reasons for progress that is not in line with the rates of progress made by their peers. At this stage, lesson observations and coaching may be completed by the SENDCO in conjunction with members of teaching staff and the pupil. Where relevant, external professionals may be called in for support and advice.

Class teachers are responsible for mentoring pupils on a regular basis. All pupils have their individual targets identified on their ILP and at the back of their timetables. Strategies for helping them achieve these targets are included in the ILP. The ILP is a working document and as such is regularly updated by the teaching staff following contact with either the pupil or the pupil's parent / carer. More formal updating of the ILP takes places each half term and is documented by the SENDCO and leaders in discussion with the pupil and the pupil's parent / carer. These ILPs are shared with parents and carers after every review.

5.3 Consulting and Involving Pupils and Parents

Our Commitment to Partnership

The Damara School appreciates that parents/carers have a wealth of information about their children that can positively contribute to our practice. We are committed to working in genuine partnership with families, recognising that parents/carers are experts on their own children.

Proactive Engagement and Consultation

We proactively engage and consult with parents/carers when we develop and review our SEND provision. We ensure parents understand that effective SEND support is important for promoting and protecting the wellbeing of all pupils.

We do this by:

- Listening and responding to the views of parents/carers to ensure SEND provision meets pupils' needs
- Consulting parents/carers when developing and reviewing Individual Learning Plans (ILPs)
- Holding regular review meetings (at least half-termly) to discuss progress and provision
- Seeking parental input when considering any changes to support or interventions
- Gathering parental feedback through questionnaires and informal conversations
- Ensuring parents/carers understand the school's approach to SEND and how we can work together
- Being transparent about what we can and cannot provide

Access to Information and Resources

Parents/carers have the right to:

- View all curriculum materials and resources used with their child
- Request copies of their child's ILP, Risk Assessment, and progress data
- Access information about the strategies and interventions being used
- Understand how their child's needs are being met in lessons
- Request meetings with the SENDCO, class teachers, or leadership team

To request to view curriculum materials or resources, parents/carers should contact their child's class teacher or the SENDCO. We will arrange a convenient time for parents/carers to view materials, either in person or by sharing them electronically where appropriate.

Person-Centred Planning

The Individual Learning Plan (ILP), the 'All about me' pupil voice document, and the Risk Assessment are the primary tools used for sharing information with parents/carers. All planning for pupils is 'person-centred', ensuring that parents/carers and pupils are consulted and collaborated with throughout the process.

Regular Communication

Conversations with parents/carers will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and aspirations for their child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents/carers feel confident in the support their child is receiving
- Any concerns are addressed promptly and transparently

Annual Reviews and Reporting

Pupils with an Education, Health and Care (EHC) plan have their provision monitored and reported on half-termly, with a review taking place annually unless a need requires an emergency review.

For annual reviews, we will:

- Invite parents/carers, pupils, and all relevant external agencies
- Share reports and information at least two weeks before the meeting
- Ensure the pupil's voice is central to the review
- Gather and consider feedback from all parties
- Set clear outcomes and actions for the year ahead
- Share the outcomes of the review with all parties within required timescales

Pupils, parents, staff and external agencies' feedback is gathered and such qualitative data forms part of the overall analysis of performance.

Responding to Parental Concerns

If parents/carers have concerns about their child's SEND provision, they should:

1. First speak with their child's class teacher
2. If the concern is not resolved, arrange a meeting with the SENDCO in training (Toni Mahler-Strzelecki)
3. If further support is needed, contact the SENDCO (Sandra Govender)
4. Follow the school's Complaints Policy if the concern remains unresolved

We are committed to working in partnership with families and will always seek to resolve concerns through open dialogue and collaboration.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

During induction, the lead will carry out a clear analysis of the pupil's needs. This will draw on:

- Pupil Placement Form and referral documents
- Their previous progress and attainment and behaviour
- Previous placement records, if any
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We evaluate the effectiveness of our SEND provision through an analysis of quantitative and qualitative data to judge whether pupils make at least expected progress and achieve their academic and social potential.

Analysis takes place:

- at a Senior Leadership level, where the team analyses whole school data every half term, in relation to teaching and learning and pastoral outcomes with particular attention to the school's performance within the local and national contexts
- at a subject level, with subject leaders, class teachers and support staff analysing attainment and attitudinal data every half term following each Progress Check Point (PCP).
- at a level where leaders liaise with teachers to analyse and review the holistic overview of pupils' progress, with particular attention to pupils' attendance, progress towards individual targets and attitude to learning.
- at all levels where staff (in class and extended learning) are required to analyse the impact of the intervention in place in their area to ensure all pupils achieve their personal targets and make at least expected progress from their starting points.

5.5 Preparing Pupils for Adulthood and Supporting Transitions

The Damara School is committed to supporting successful transitions for pupils with SEND at all stages of their educational journey – whether that is into the school, within the school, or on to other settings or adulthood.

Transition Into School

When pupils join The Damara School, we:

- Work closely with previous placements to understand the pupil's needs, strengths and barriers to learning
- Review all referral documents, Pupil Placement Forms, and any existing EHC plans
- Gather views and experiences from parents/carers and the pupil themselves
- Seek advice from external support services where relevant
- Complete comprehensive baseline assessments (reading, writing, spelling, comprehension and strengths and difficulties) to establish starting points
- Develop initial Baseline Data, Risk Assessments and Individual Learning Plans in consultation with pupils, parents and staff
- Ensure a carefully planned and supported induction period with appropriate pastoral support
- Assign a dedicated tutor who becomes the primary liaison for families

Transitions Within School

As pupils progress through their time at The Damara School, we:

- Monitor and review ILPs every half term, ensuring pupils are involved in leading their own reviews under the guidance of their tutor
- Update Baseline Data and Risk Assessments regularly to reflect pupils' changing needs and progress
- Ensure key information is shared with all staff working with the pupil through accessible planning documents
- Provide continuity of support while enabling pupils to develop independence
- Celebrate progress and achievements to build confidence and self-esteem
- Adjust provision as needed based on ongoing assessment and review

Transition to Post-16 and Adulthood

Pupils with SEND in all years receive comprehensive support with their post-16 pathway. We:

Information and Guidance

- Liaise with post-16 education providers to ensure that all key inclusion information is shared

5.6 Our Approach to Inclusion

The Damara School is committed to ensuring high-quality inclusive provision for all pupils with SEND. We understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has the most benefit for pupils who find learning hardest and reduces the need for individual adaptations.

Our approach to inclusion focuses on:

Setting High Expectations

- We set high expectations for all pupils, recognising that every pupil can achieve and develop as a confident, independent learner
- We use Individual Learning Plans (ILPs) to set ambitious, personalised targets that are relevant to each pupil's starting points
- We ensure that all staff understand that pupils with SEND, including those with SEMH needs, can and should make at least expected progress from their individual baselines

Early and Accurate Assessment

- We have established a culture in which staff understand the range of barriers that pupils may face to their learning and wellbeing
- All pupils complete national diagnostic assessments (reading, writing, spelling, comprehension and strengths and difficulties) on entry, which form the 'starting point' data from which progress is measured
- We quickly and accurately identify pupils facing barriers through our Baseline Data, Risk Assessments and Individual Learning Plans
- We analyse attendance figures, pupil, teacher, intervention staff and parental/carer qualitative data alongside quantitative progress data to establish possible reasons for progress that is not in line with expected rates

Continuous Cycle of Planning, Actions and Review

- We implement the graduated approach (assess, plan, do, review) for all pupils
- ILPs are working documents that are regularly updated by teaching staff following contact with either the pupil or the pupil's parent/carer
- Formal updating of ILPs takes place each half term and is documented by the SENDCO and leaders in discussion with the pupil and the pupil's parent/carer
- We evaluate the effectiveness of our SEND provision through analysis of quantitative and qualitative data at senior leadership, subject, and individual pupil levels

Working with Specialists

- We involve specialists when necessary to support pupils' development, including educational psychologists, speech and language therapists, occupational therapists, CAMHS practitioners, and other external professionals
- We ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice
- We work closely with parents, taking their views into account and making best use of their knowledge of their children

SENDCO Leadership and Authority

- Our qualified SENDCO (Sandra Govender) has sufficient authority within the leadership structure to make a positive difference for pupils with SEND
- The SENDCO works with the leadership team and SEND trustee to determine the strategic development of SEND policy and provision
- The SENDCO has day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Monitoring and Impact

- We monitor the progress of pupils with SEND and review adaptations and support systematically, making any necessary changes to improve their learning and wellbeing
- Analysis of pupil outcomes takes place every half term following each Progress Check Point (PCP)
- We ensure our work improves the progress and achievement of pupils with SEND and we do not lower our expectations of them

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Reading
- Spelling
- Handwriting
- Mathematical reasoning
- Social Skills
- Social, emotional and mental health sessions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Quality First Teaching: differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Pupils also engage in an intervention programme to help close attainment gaps, develop social skills and aspirations. During the extended learning programme staff lead bespoke 1:1 or small group sessions aimed at meeting the additional needs of pupils.

The learning environment is further enriched by the promotion of co-curricular activities such as assemblies, theme days and trips and the use of external partners.

5.8 Relationships, Sex and Health Education (RSHE)

The Damara School recognises the crucial role we play in preventative education and in preparing pupils for life in modern Britain. We are committed to providing effective RSHE that is important for promoting and protecting the wellbeing of all children.

Our RSHE Policy and Curriculum

We have an up-to-date written policy for Relationships and Sex Education (RSE), which:

- Sets out the subject content, how and when it will be taught, and who is responsible for teaching it
- Differentiates between relationships and sex education so that parents have clear information
- Includes information about a parent's right to request that their child is withdrawn from sex education

- Explains how content will be made accessible to all pupils, including those with SEND
- Describes how the subject is monitored

5.9 Additional support for learning

Group sizes are intentionally small (max 12) to aid pupils learning. Pupils are supported in lessons with a high staff to pupil ratio of 1:3 (appropriate to needs). Each class has at least one teaching assistant who will work closely with the teacher to decide where the support is best required using the Baseline Data, RA and ILP as a guide. In addition, where pupils need specific 1-1 support in lessons, a dedicated member of the support staff team is allocated to the child in need.

We work with the following agencies to provide support for pupils with SEND:

- EHCP co-ordinators, Social Care, Youth Offending Team, Police and charities such as Matthew Project, The Rose Project, Nelson's Journey, Young Carers, etc

5.10 Safeguarding Pupils with SEND

The Damara School recognises that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

Additional Barriers to Recognising Abuse

We understand that additional barriers can exist when recognising abuse, neglect and exploitation in pupils with SEND. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration
- Pupils with SEND 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
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so

Procedures for Responding to Concerns

Any reports of abuse involving pupils with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the SENDCO or SENDCO in training.

We will:

- Consider extra pastoral support and attention for pupils with SEND
- Ensure any appropriate support for communication is in place
- Never assume that indicators of possible abuse relate to the pupil's SEND without thorough exploration
- Maintain professional curiosity when concerns arise
- Work closely with external agencies including social care, police, and specialist SEND services

Staff Training and Awareness

All staff receive training to understand:

- The additional vulnerabilities faced by pupils with SEND
- How to recognise signs of abuse that may be masked by or attributed to a pupil's SEND
- The importance of not making assumptions
- How to communicate effectively with pupils who may have communication difficulties
- The procedures for reporting concerns involving pupils with SEND

This approach aligns with our commitment in Keeping Children Safe in Education 2025 and ensures that all pupils, regardless of their needs, receive appropriate safeguarding support.

5.11 Use of Reasonable Force and Physical Intervention

The Damara School acknowledges its responsibilities under the statutory guidance on the use of reasonable force in schools, which came into effect in September 2025.

Policy Framework

Our approach to the use of reasonable force is incorporated within our Behaviour Policy. We recognise that as a specialist SEMH school, staff may occasionally need to use reasonable force to prevent pupils from:

- Committing an offence
- Causing personal injury to themselves or others
- Damaging property
- Prejudicing the maintenance of good order and discipline at the school

Legal Duty and Reasonable Adjustments

We acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs under the Equality Act 2010. Our approach to using reasonable force takes full account of:

- Individual pupil needs as identified in their Risk Assessment and Individual Learning Plan (ILP)
- Any specific triggers or trauma history that may affect a pupil's response to physical intervention
- Communication needs and strategies that may help de-escalate situations
- Sensory sensitivities that may be exacerbated by physical contact
- The need for therapeutic approaches that prioritise relationship-based interventions

Recording and Reporting

In line with statutory requirements, we will:

- Record every 'significant incident' in which a member of staff uses force on a pupil
- Report all such incidents to each parent or carer of the pupil involved
- Maintain detailed records including:
    - The nature of the incident and what led to it
    - The type of force used and for how long
    - The pupil's response
    - Any injuries sustained
    - The outcome and any follow-up actions
- Review incidents regularly with the SENDCO and leadership team to identify patterns and inform future practice

Staff Training

All staff receive training on:

- The legal framework for the use of reasonable force
- De-escalation strategies and positive behaviour support
- Understanding trauma and its impact on pupils' responses
- Safe physical intervention techniques (where appropriate to their role)
- Recording and reporting procedures
- Supporting pupils and staff following an incident

Prohibited Techniques

We will never use the following techniques, which present an unacceptable risk:

- The 'seated double embrace'
- The 'double basket-hold'
- The 'nose distraction technique'

- Force as a punishment

Parental Communication

We are committed to transparency with parents and carers. We will:

- Share our approach to behaviour management and physical intervention during the admission process
- Inform parents immediately following any significant incident involving the use of force
- Work in partnership with parents to develop individual behaviour support plans
- Welcome parental input and concerns about our approach

Further details can be found in our Behaviour Policy and Physical Intervention Procedures.

5.12 Expertise and Training of Staff

Commitment to Professional Development

Staff are given comprehensive training and support to identify and implement the most effective intervention strategies to support pupils to overcome and/or remove their barriers to learning and to reach their academic and social potential.

Access to Pupil Information

The Baseline Data, Risk Assessment and Individual Learning Plan are accessible to all colleagues. These are working documents and planning tools which inform staff of pupils' individual needs and barriers to learning. Cover/supply teachers are expected to familiarise themselves with these documents prior to taking the lessons they are covering.

Mandatory Training

All teaching and support staff receive regular training in:

Safeguarding and Child Protection:

- Keeping Children Safe in Education (KCSIE) 2025 at induction and updated annually
- Recognising additional safeguarding challenges faced by pupils with SEND
- Understanding that indicators of abuse may be masked by or attributed to a pupil's SEND
- Online safety, including understanding of filtering and monitoring responsibilities
- Prevent duty and recognising radicalisation risks
- Child-on-child abuse, including sexual violence and harassment

SEND-Specific Training:

- Understanding SEMH needs and trauma-informed practice
- Assessing individual barriers to learning and additional needs
- Quality First Teaching: meeting the needs of all pupils in the classroom
- The Graduated Approach (assess, plan, do, review)
- Target setting and Individual Learning Plans
- Making reasonable adjustments under the Equality Act 2010
- Supporting pupils with communication needs
- Understanding and responding to sensory needs

Behaviour and Physical Intervention:

- Use of reasonable force statutory guidance (updated September 2025)
- De-escalation strategies and positive behaviour support
- Understanding trauma and its impact on behaviour
- Safe physical intervention techniques (where appropriate to role)
- Recording and reporting significant incidents

- Supporting pupils and staff following incidents

Teaching and Learning:
- Lesson studies and action research
- Home Learning and independent learning strategies
- Effective use of data in improving attainment
- TA deployment and the role of the additional adult in the classroom
- Making effective use of resources
- Teaching strategies for effective intervention
- Differentiation and adaptive teaching

Continuous Professional Development Programme

A cycle of Pastoral and Teaching and Learning training sessions for all teaching and support staff runs continuously through the school's CPD programme. Where appropriate, these may be led by external professionals and practitioners.

Recent and planned training includes:
- Attachment and trauma
- Autism awareness and strategies
- ADHD and executive function
- Speech, language and communication needs
- Mental health first aid
- Therapeutic approaches in education
- Restorative practice
- Emotion coaching

Specialist Expertise

Our qualified SENDCO (Sandra Govender) holds the National Award for SEND Coordination and receives regular updates on SEND legislation, policy, and best practice.

The SENDCO in training (Toni Mahler-Strzelecki) supports the SENDCO in maintaining expertise across the school and coordinates specific areas of SEND provision.

Where staff require specialist training to meet the needs of individual pupils, this will be arranged through:
- External agencies and specialists
- Local authority training programmes
- National organisations and charities
- Online training platforms
- Peer-to-peer learning and mentoring

Training Records and Evaluation

An individual staff training log is kept annually to record all staff training for the year. The impact of training is evaluated through:
- Lesson observations
- Pupil progress data
- Staff feedback and confidence surveys
- Changes in practice evidenced in planning and delivery
- Pupil and parent feedback

Induction for New Staff

All new staff receive comprehensive induction including:
- Overview of the school's SEND provision and approach
- Introduction to key SEND documentation (ILPs, Risk Assessments, Baseline Data)
- Safeguarding training including KCSIE Part One

- Behaviour management and physical

Local Offer

The link for the Norfolk local offer can be accessed here: https://www.norfolk.gov.uk/children-and-families/send-local-offer.

The link for the Norfolk local offer for children and young people can be accessed here: SEND Local Offer for children and young people.

The link for the Suffolk local offer can be accessed here:
http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0

As we may have pupil referrals from both the Suffolk County Council and Norfolk County Council, we hold termly review meetings to report on the quality of provision at our school. We also work with them to ensure that all aspects of the local offer are made available to pupils, parents and carers.

How our staff are trained to meet the needs of pupils with SEND:

Using the pupils' Baseline data, Risk Assessments and Individual Learning Plans as source documents, staff are given training and support to identify the most effective intervention strategies for use when working with pupils. The objective is to implement these strategies to support pupils to overcome and/or remove their barriers to learning and to reach their academic and social potential.

Our practice to ensure the development of the 'whole child':

The School believes in personalising learning so that every pupil achieves and develops as a confident, independent learner. In light of this; every 'All about me' interview, and Individual Learning Plan review is led by the individual pupil under the guidance of the tutor.

The Baseline Data, Risk Assessment and Individual Learning Plan (ILP) of the child inform staff of individual profiles. These tools are developed throughout the pupil's time at school and are reviewed and reported on during the pupil's educational journey at the School. Within the ILP, pupils have strategies or reasonable adjustments that must be used in lessons to support their learning. ILP'S are shared and developed in consultation with pupils, parents and staff.

How the school adapts the curriculum and learning environment for pupils with special educational needs

The school has a broad, holistic and therapeutic curriculum that caters for the varying abilities of pupils and that support wide range Post 16 opportunities.

How the school enables pupils with special educational needs to engage in activities

To develop appropriate social skills, pupils spend break and lunch times together, socialising and engaging in a range of indoor and outdoor activities with staff and peers. Reasonable adjustments are made to ensure equal opportunities for all pupils. Subjects are also allocated a budget to ensure that all resources are purchased for all pupils to participate in the learning. No child is expected to pay for any resources including ingredients in Food Technology, materials in Resistant Materials and trip costs.

How we work with other agencies for in order to meet the needs of SEND pupils:

When required, the School will liaise / work with / contract external providers (local and national), seeking advice on best practice and methods of support. Such professionals may include; Systemic Family Therapists, Educational psychologists, Speech and Language Therapists, Occupational Therapists, Solution-focused therapists, county advisors, social care workers, paediatricians, CAMHS practitioners, medical needs teams, and sensory support.

How we handle complaints:

Should you wish to contact someone to discuss a concern, a pupil's class teacher is the first point of contact. You can also arrange to meet with the school's SENCO.

The school has also has a Complaints Policy in order to handle any complaints related to SEND provision. Any parent / carer wishing to make a complaint should do so following the procedure outlined in the Complaints Policy to be found on the website.