

**Outcomes  
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**ACORN EDUCATION  
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**Fieldstone  
SCHOOL**

# **SEND Policy**

## SEND Policy

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### 1.0 Policy Statement

It is our aim at Fieldstone School that all children, regardless of background, ethnicity, or level of need, are supported to THRIVE.

It is our intention that children with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to quality first class teaching and appropriately tailored activities and approaches.

Our long-term goal is to help equip our children with the knowledge and skills they need to live fulfilling and independent lives, achieving the goals and aspirations that our children set for themselves, with the support of all those around them.

All our students have an EHCP and often Social, Emotional and Mental Health difficulties (SEMH) as their primary area of difficulty. This includes children who may be withdrawn or isolated, displaying disruptive and/or disturbed behaviors. They may be exhibiting features of hyperactivity, concentration difficulties, impulsivity, or attachment disorders. Our students may also have difficulties from the other three categories listed below:

- **Communication and Interaction** - this includes children with speech, language and communication needs and those on the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe, or profound learning difficulties, or specific learning difficulties such as dyslexia.
- **Sensory and/or Physical Needs** - this includes children with sensory impairment, visual impairment, hearing impairment and physical difficulties which may require ongoing support and specialist equipment.

The intent of this policy is to ensure continued support by:

1. Gaining the views of the child and enable them to have a voice.
2. Providing full access for all pupils to a broad and balanced curriculum
3. Ensuring pupils are assessed, monitored, planned for, and regularly reviewed to improve outcomes and therefore make the necessary progress.
4. Providing advice and support for all staff working with pupils.
5. Ensuring that any additional needs not currently noted in pupil EHCPs are identified and supported; referring pupils to appropriate services where appropriate.
6. Implementing the advice of experts and professionals involved from outside of the school to enable pupils to achieve their potential.
7. Ensuring pupils are prepared for adulthood and are equipped for life in the wider community.
8. Ensuring parents/carers are fully engaged in decision making, assessing progress, and determining goals.
9. Identifying and directing parents to the best providers of support.
10. Supporting key transition points to allow them to be as smooth as possible.

**Adopting this policy will:**

- Ensure the School works within the guidance provided in the SEND Code of Practice, 2015.
- Operate a “whole student, whole school” approach to the management and provision of support for special educational needs.

**2.0 Policy Framework**

- Equality Act 2010: Advice for schools (DFE, Feb. 2013)
- SEND Code of Practice 0-25 years (DFE, Jan. 2015)
- The SEN and Disability Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (DFE, June 2014)
- The National Curriculum in England: Framework for KS1 and KS2 (July 2014)
- Teachers’ Standards
- School SEND Information Report
- Safeguarding Policy

**Identifying Special Educational Needs**

- Equality Act 2010: Advice for schools (DFE, Feb. 2013)
- SEND Code of Practice 0-25 years (DFE, Jan. 2015)
- The SEN and Disability Regulations (2014)
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## **A Graduated Approach to SEN Support**

Key points from the Code of Practice (2015):

- Teachers are responsible and accountable for the progress and development of the students in their class, including those who access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching, for all students, including those at risk of underachievement, is rigorously monitored and reviewed through lesson observations, planning/book scrutiny, student progress meetings and learning walks. This includes, where necessary, improving teachers' understanding of strategies to support vulnerable children and their knowledge of the most frequently encountered SEN.
- When quality first teaching isn't enough, teachers use reasonable adjustments and additional support to help those children who are struggling to make progress.
- Each child has an Individual Provision Plan written in the first instance using the EHCP and other supporting evidence from previous settings and professionals. This document is then reviewed regularly by all staff involved with the child, parents/carers, and the child him/herself.
- All our children's needs are assessed by our Multi-Disciplinary Team (MDT).

Education, Health and Care Needs Assessments: All children referred to Fieldstone School have an EHCP that has been issued by the LA. The SENCOs undertake an Annual Review of each child's Education and Health Care Plan.

## **Supporting Students and Families**

We strive to work with students and their families to ensure that needs are met, and that school is a positive experience for the whole family.

Our school SENCOs, Family Practitioner and other members of the multi-disciplinary team are readily available to meet with children and/or families to discuss their concerns and to plan a way forward. They are contactable on the normal school telephone number.

The school holds a half-termly 'Tea and Talk' session where parents can discuss any SEN issues on an informal basis. Guest speakers and students sometimes attend these sessions.

## **The Fieldstone School Multi-Disciplinary Team (MDT)**

### **Mental Health Practitioner**

**Role:** provide child/young person-centred assessments for specific mental health difficulties, to source and provide evidence based therapeutic activities as appropriate and to create a link between school and outside agencies as required to ensure appropriate, timely and effective support.

### **Family Practitioner**

**Role:** build relationships with families and outside agencies, to link families and child into available community services and to support the needs of the CYP within the home and local community.

### **Speech and Language Therapist**

**Role:** complete Speech Language and Communication assessments to support child transition and EHCP amendments. To complete Speech Language and Communication observations to inform initial baseline and outcome measures for intervention programmes. To lead on interventions including Narrative Therapy, Social communication and interaction support, Lego therapy, Zones of Regulation, Emotional Logic

### **Occupational Therapist**

**Role:** provide therapy to increase functional skills to improve child's quality of life, independence, self-esteem and learning and achievement for the child/young person and their family.

### **Clinical Lead**

**Role:** provide safe spaces for pupils to process traumatic events and build trusting relationships.

## **The Multi-Disciplinary Team (MDT) Therapeutic Approach**

The MDT has incorporated the Trauma Recovery Model (TRM, Skuse, T and Matthew, J (2015)) as a guiding model underpinning clinical work. The TRM presents a series of layers of intervention that are sequenced according to developmental and mental health need. The central feature relates to the behavioural presentation of the young person concerned. The model highlights the underlying developmental need and the type of intervention best suited to address the need. MDT practitioners utilise a range of models of care in accordance with the specialisms of their professional disciplines in addition to the TRM.

**Supporting students at school with medical conditions** - the school recognises that students 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.

## **Monitoring and Evaluation of SEN in School**

The quality of provision offered to all students is regularly and carefully monitored and evaluated through:

- Sampling of parent views, student views and staff views.

Monitoring of procedures and practice by SENCos, members of MDT and Senior Leadership Team

- Student Progress Meetings
- Annual Review Meetings
- Monitoring of the quality of teaching and learning.
- Regular meetings with parents
- Regular meetings with the referring LA

This policy, and any risk assessments and other documentation related to this, will be reviewed, and updated annually or in the event of a change to school circumstances or relevant legislation.

## **Roles and Responsibilities**

Provision for students with SEN is a matter for the whole school. The Directors, in consultation with the Principal and with guidance from the school SENCos, have a legal responsibility for determining the policy and provision for students with SEND.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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