

# SEND Policy

**Updated: August 2023**  
**Review Date: August 2025**  
REST 016



The Head Teacher and staff of Renaissance Education recognise that the school has been developed to provide for pupils who, by virtue of their special educational, emotional, social and behavioural needs, have been identified as unable to access the educational opportunities available in mainstream schools. Renaissance Education aims to provide the highest possible educational opportunity for all its pupils whilst understanding that many of their early life traumas will present barriers to learning. In addition, many of the children will have had disrupted schooling or episodes of non-attendance because of constant changes to their care placements.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, and the SEN information report

## What is SEND?

A pupil has SEN 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 most 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.

## **Roles and Responsibilities:**

The Head teacher is responsible for SEN within the school:

They will:

- Determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other 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 of education to ensure pupils and their parents/carers are informed about options, and a smooth transition is planned
- Ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Have overall responsibility for the provision and progress of learners with

### **In their roles as Class Teachers:**

Each class teacher and class leader are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- As Designated Teachers for CLA they will also liaise with The Virtual Schools where applicable.
- All assessments will be recorded and evidenced on Curriculum maestro. Assessment will also be evidenced on the children's Personalised Learning Plans or EHCP Provision Maps (or suitable assessment too eg Numicon Breaking Barriers Assessment)

## **Fundamental Principles**

- All children are entitled to have their particular needs recognised and addressed.

- All admissions to Renaissance Education are referrals through the Local Authority, with the school stating whether they can work towards the outcomes of the child's EHCP.
- Renaissance Education promotes equality for all and so all referrals will be considered and accessibility arranged.
- To promote children's self-esteem in order that they can achieve their personal best and become confident learners.
- Meeting special educational needs is the responsibility of all staff at the school and in this they can draw on the expertise and resources of the whole staff team.
- Building strong relationships with school staff will support and hold the children.
- Using the therapeutic support available for children and staff will enable greater understanding of the emotional needs of the children.
- The education of the children will be more effective if pupils, their keyworkers from the home and Local Authorities (LAs) are fully involved in partnership with the school.

## **SEN information report**

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Assessing and reviewing pupils' progress towards outcomes**

*To draw a clear analysis of the pupils needs Renaissance Education we look at:*

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments from their previous setting, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers and social workers.
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Our approach to teaching pupils with SEN**

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 SEN. This will be differentiated for individual pupils and planned in accordance with the outcomes on their individual EHCP.

We will also provide the following interventions (- this is not an exhaustive or final list):

1. Speed Up
2. Read, Write, Inc
3. Lego Intervention
4. Equine Therapy
5. Music Therapy
6. TEACCH
7. Paws.B Mindfulness
8. Friendship Skills Courses
9. Therapeutic Life Story.
10. Access to a local soft play/sensory room where appropriate and necessary to meet the children's needs.
11. CBT
12. Yoga and Meditation therapy
13. Drawing and Talking Intervention
14. Sensory Circuits

## 15. TACPAC

### **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 can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Class groups are determined by the individual children in the class at time.
- Adapting our resources and staffing
- Ensuring the room is laid out in a way to ensure the learning of all pupils reaches its full potential.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Visual aids such as timetables, story boards and smiley faces.
- Arranging off-site activities such as sensory room, equine, swimming and woodland walks.
- Consulting with the children to set targets, sharing reports and inviting them to professional's meetings such as LAC and PEP meetings where appropriate for the individual child.
- Teaching the children Life Skills such as cookery and shopping both inside and outside the classroom.

### **5.10 Securing equipment and facilities**

All pupils' needs are regularly reviewed at EHCP reviews, Pupil Progress meetings and staff meetings. Looked after Children's' needs are regularly reviewed at LAC meetings and additional provisions or equipment needed are agreed at PEP meetings. Pupil Premium is also to ensure children have the equipment needed to meet their needs (where this is paid by the local authority) We also have reviews from occupational therapists and other in house and external therapists and outside agencies as well as recommendations from medical reviews. It all adds up to making sure that our children have the best provisions available to enable them to progress.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term, this is through a Pupil Progress Meeting with the Head Teacher and Class Teachers. These minutes are then sent to the Chair of the Advisory board and scrutinised at the terms meeting.
- Reviewing the impact of interventions termly and recorded on Provision Maps.
- Using provision maps to measure progress against the Outcomes stated on each child's EHCP. These are colour coded to ensure each target relating to the outcomes are looked at individually and short-term targets evaluated.
- Holding annual reviews for pupils with statements of SEN or EHC plans

**Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops/end of year celebrations, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, extra support is given in these situations where needed.

### **Support for improving emotional and social development**

All children at Renaissance Education have emotional and social needs due to the trauma they have faced prior to coming to Renaissance Education or due to other diagnosis they may have. Social and Life Skills are integrated into the curriculum daily. Progress in these areas is evidenced through photographs and small step targets on their provision maps which link directly to outcomes from each child EHCP.

### **Working with other agencies**

Renaissance Education work alongside a various number of outside agencies, including (but not exclusive to):

- Social workers
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Psychotherapists

### **Complaints about SEN provision**

*Please see Renaissance Education Complaints Policy.*

### **Monitoring arrangements**

This policy and information report will be reviewed by the Executive Head Teacher **every 2 years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

The schools Accessibility Plan is available upon request.

## **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

