

Policies and Guidance - SEND

Policy Title:	SEND Policy
Why we write policies:	<i>The Thriving Small Business</i> wrote <i>7 Reasons to Writing Business Policies and Procedures</i> , identifying these as, <i>Articulation of Required Steps, Performance Measures, Process Consistency, Serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement</i> . Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.
Why we wrote this one:	It should be of no surprise that as a specialist independent school everything will be focused upon our SEND community. Every policy takes this into account and how we approach this cohort of students is embedded in everything we do. We wrote this policy as a guide to how we achieve this.
Who wrote this? :	Julian Roberts, Director
Who reviewed this? :	Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.
How do we know this stuff? :	https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/ ,Children and Families Act 2014, SEND Code of Practice 2015, West Heath School, Five Acre Wood School, Heath Farm School, KELSI
When did we write this? :	September 2019 Version 2
When are we checking it? :	September 2020
Where else can I read this? :	theviewschool.org, The school office
Our approach:	<p>All our students will have an identified educational need and will have an Education Health and Care plan (EHCP) in place.</p> <p>Our core focus is in delivering core elements of the National Curriculum and other academic and vocational studies as well as supporting and social development for young people with Special Educational Needs (SEN) Our objective is to provide every student an individual education.</p>

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All our policies are focused upon meeting the needs of our SEN cohort of students and should be read in conjunction with the SEND policy.

Outcomes identified with Section F of a student's Education Health and Care plan are considered in all aspects of school life and in the broader community. This is the area of statutory responsibility of the school and as such forms the foundation of every student's Provision Plan.

Provision plan:

Every student has a provision plan (Appendix 1). The provision plan includes: Outcomes and smart targets relating to the EHCP, strategies and therapies being undertaken, academic and vocational studies, entry and exit data. An individual risk assessment is completed for each student and is reviewed annually or after a significant incident (Appendix 16 & 16a).

Education:

For our students approaching education in the same format as a typical school environment is unlikely to engage them in their development. Our school environment immediately removes many of the barriers our students have faced in the past. Staff ratios are high with at least two members of staff per class. Our supportive and proactive approach to meeting the challenges associated with both academic and personal development; provides an environment where students feel confident and assured in their abilities. Every student follows a bespoke programme of study, incorporating the National Curriculum and vocational studies. We also seek to accredit personal development, reflecting the effort and achievement shown by this cohort of students. We appreciate the challenges our students face in meeting the demands of everyday life. As such we have developed a L2 Btec Award in Personal & Social Development in KS4 and Post 16.

Therapy:

For those students requiring identified therapeutic services within Section F of their EHCP; our team of professionals are able to offer Counseling, Cognitive Behavioral Therapy and Speech and Language interventions. We also work with Local Authority professionals and work proactively in implementing strategies and assessing progress. Our own therapy team support the whole school approach, ensuring best practices in meeting the needs of the young people we support. All therapy works in conjunction with school support. Interventions identified by professionals are embedded into the provision

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plan, and therefore inform on all areas of development.

Our Staff:

All our staff will have experience in working with young people and challenging behaviours prior to joining The View School team. We understand the importance of staff student relationships and build our teams on their experience in enabling learning in the people they work with.

Assessment:

Every child is supported to make individual academic progress and personally develop. As such we record the level of a student's academic levels for core subjects and their 'score' on the Beck Youth Inventories (BYI-II) or equivalent when joining the school.

Beck Youth Inventories (BYI-II)

The BYI-II for Children and Adolescents are designed for children and adolescents aged 7 to 18 years. The instruments measure emotional and social impairment in four specific areas:

Beck Depression Inventory for Youth:

In line with the depression criteria of the Diagnostic and Statistical Manual of Mental Health Disorders— Fourth Edition (DSM– IV), this inventory allows for early identification of symptoms of depression. It includes items related to a child's or adolescent's negative thoughts about self, life and the future, feelings of sadness and guilt and sleep disturbance.

Beck Anxiety Inventory for Youth:

Reflects children's and adolescents' specific worries about school performance, the future, negative reactions of others, fears including loss of control, and physiological symptoms associated with anxiety.

Beck Anger Inventory for Youth:

Evaluates a child's or adolescent's thoughts of being treated unfairly by others, feelings of anger and hatred.

Beck Disruptive Behavior Inventory for Youth:

Identifies thoughts and behaviours associated with conduct disorder and oppositional-defiant behaviour.

Applications:

As part of the application process, students are invited to visit the school and meet with the team. Our aim is to better understand the needs of the young person and for them see our school environment and get a feeling of what it is like to study with us. See our applications policy for more detail.

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- Transition:** We support the transition from school to school, home to school and hospital to school. We perform home and school visits prior to students joining our cohort. For those young people whom are nervous about joining the school, we offer the opportunity to visit the school either during the school day or quieter times. Some of our students will be transitioning from being under Section within Mental Health provision. We support day release, allowing the continued medical support in conjunction with community based education.
- School Life:** Our aim is to enable learning. We will provide the most effective support, educational environment and approach for every student. We structure our school day to allow each student to access the support they need to engage in all aspects of school life. We provide the time and space for our students to find the best route to learning, to face their daily challenges and to manage their anxieties and develop strategies to enable better life experiences.
- Social and life skills are embedded into our approach with everyone having a responsibility for themselves and the wellbeing of others. Staff and students prepare breakfast and lunch together, an opportunity for sharing, teamwork, understanding of other peoples needs. We plan meals with our students, budgeting and shopping forming part of student life.
- The Curriculum:** The curriculum policy will inform more fully on how we meet the educational requirements at each Key Stage. It is our approach to how we extend learning that is key within our SEND policy. Our option groups are broad, allowing our students to chose subjects that motivate them to learn. In motivating our students, and building on successes with continued positive reinforcement, we provide our students with the opportunity to understand themselves better, build upon their strengths and therefore creating positive self esteem and confidence.
- Options include Music, Art, Science, the Duke of Edinburgh Award and distance and online learning from entry to degree level. We support offsite courses with college partners including animal care at Hadlow College, Music courses at SuperJam and Jewellery Making at Holts Academy. The curriculum enables our students to access to courses that inspire them to learn, and provide them with the skills and confidence to be active members of their community.
- What to expect from us:** For our students we promise to listen and to be honest in all our communication. This does not mean to say we will agree with

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everything our students say, or to share all information with our students. We will however ensure students are informed as fully as they can be. Helping them understand their and our role in all elements of school life, relationships, learning and development.

We will put in place the provision required as identified within Section F of an EHCp.

We will differentiate our approach as far as reasonably possible, in order to provide the best learning opportunities for our students.

We will promote all aspects of best Safeguarding practice and provide students, parents and professionals with clear guidance on reporting any concerns they have.

We will do our best to challenge and inspire our students in all aspects of their school life.

We will provide an environment where you can feel safe and secure.

We will work proactively with parents and carers to extend learning and development beyond the school environment.

We will work proactively with Local Authorities and other professionals to deliver the joint commissioning of services that are required to meet the needs of individual students.

We will not tolerate aggressive behaviour toward staff or others; We will support students manage the anxieties that lead to negative behaviours and provide outlets where students can express themselves in a safe manner.

We will keep all stakeholders informed of progress, successes and developmental needs.

What we expect from you: To come to school expecting to learn, to respect others, to do your best and most importantly, to enjoy yourself.

Moving on: As with the transition into school, we also support a student's onward journey. Whether this be into supported living accommodation, Further Education, Higher Education or the world of work, we help plan the process, identifying where individual needs are required to help support successful outcomes in the future.

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We are always learning:

Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.

Appendix:

Appendices relating to this document:

Appendix 1 Student provision plan

Appendix 16 & 16a Student risk assessment

Appendices can be found online theviewschool.org and in the school office