



SEND POLICY

Policy and Procedure no.	OP05
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1. INTRODUCTION

At Amberley Court School (ACS) all pupils' academic, personal and social skills are developed to their full potential by providing them with rich learning experiences that reflect their needs, abilities and interests and enable them to achieve.

2. AIMS AND BENEFITS

In order to effectively implement this policy, ACS will have local procedures in place where necessary, which explain how this policy is applied and put into practice at service level. This policy should be used in conjunction with the related policies listed on the preceding page where applicable. Although English as an Additional Language (EAL) is not in itself a special need, learners with EAL may have special education needs.

ACS is a specialist educational settings and young people attending are always in possession of a statutory, Education, Health and Care Plan (England), Co-ordinated Support Plan (Scotland) or Statement of Special Educational Needs and Individual Development Plan (Wales), which has been agreed by families and all agencies involved.

A student 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) A significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ACS is committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

3. PROCESSES

ACS maintain an overview of the annual review process and ensure, through consultation with local authorities and parents /carers, that students' needs, as outlined in their Education, Health and Care Plan (EHCP), Co-ordinated Support Plan (CSP) or Statement of Special Educational Needs (SEN) and/or Individual Development Plan (IDP) are met.

Colleagues ensure that any changes that need to be made to the EHCP/CSP/SEN/IDP are notified to the relevant LA to enable them to make the alterations and seek the views of other professionals involved in the health, care and education of the student.

At key points of transition, before a young person is due to leave formal education or move to training or employment, schools/colleges ensure that a Transition Planning Review takes place, and that all the relevant professionals are invited (e.g. Careers, Children's Services, Adult transition social worker) to advise the student and parents/carers about post-16 or post-19 opportunities in the county and beyond.

Pupils admitted to the school/college are assessed on entry and educational advice following this assessment is shared with the local authority and parents/carers.

Paperwork setting out how the objectives in the statement will be met through short term SMART targets, is devised in consultation with parents/carers (if they are actively involved in their child's education or with the relevant authority / professional if they are not). These are reviewed regularly (termly or sooner if necessary). The paperwork will be discussed and agreed with parents/carers.

ACS ensures that a student's educational needs set out in the EHCP/CSP/SEN/IDP are addressed through learning programmes that focus specifically on the PIES targets.

4. RESOURCES

All students must be allocated the resources they need to support their learning to include equipment, staffing and learning environment.

Resources are matched to students' needs and their suitability is reviewed annually through the annual review process or as required.

Curriculum subject resources enable all students to effectively access the curriculum. The School ensures that all students have equal access to the curriculum and that specialist facilities, equipment and links with outside agencies are used effectively to promote learning. Resources are regularly monitored to evaluate their effectiveness and efficient usage.

ACS adopts a tailored, holistic approach to teaching and learning. This includes providing quality first teaching that is adapted to accommodate and meet individual learning needs.

- Utilize strategies such as, chunked learning, allowing of processing time, multi-sensory approaches and small steps to help students engage with the curriculum at their own level of understanding.
- Use of manipulatives, visual aids, real-life contextualised learning to support diverse learning styles and ensure all students can access the curriculum.
- Coaches further support students, using adaptive teaching, scaffolding, and encouraging independence. Having a flexible approach is designed to ensure that students can fully engage with their learning while progressing towards their outcomes outlined in their EHCP.
- An enrichment/learn outside of the classroom curriculum that focuses on developing life skills and social-emotional development. Ensuring that we are meeting the holistic needs of students, not just their academic outcomes.

- Students may require more focused support, this will be identified through their EHCP and school assessment. These students will be involved with small group or 1:1 interventions with school coaches or by a specialist therapy team to ensure that we meet the all areas of the EHCP.
- EHCP outcomes will be monitored and assessed termly in school through PIES, school reports and parent/carer meetings, and annually with local authority through the annual review process. At all stages, pupil voice will be collated.
- Post-school monitoring will be carried out to make sure transitions have been effective.
- The ability of the individual's parents or home to ensure their health and care needs can be met safely will be examined by the school and action taken where necessary.
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered will be discussed with parents / carers and action taken where necessary.
- The risk to the individual if some or all elements of their EHC plan can't be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting will be discussed with parent/carer/SENAT team/Multi-agency and facilitation put in place to allow the pupil to learn remotely.

5. TRAINING

ACS works to develop new expertise reinforcing existing knowledge and skills. Training for colleagues can be accessed through a variety of ways including:

- (a) By attending external courses which have been identified as a training need through performance management or professional development systems
- (b) By attending school-based courses and training days which address the priorities identified in the School Development Plan (minimum of 5 INSET days per year)
- (c) By teachers from within the school and consultants from other schools/colleges, taking the role of mentors, coaches and leading teachers
- (d) Robust targets to improve performance, which are set as a result of school monitoring systems
- (e) ACS e-learning modules.

6. MAINTAINING STABILITY OF SCHOOL PLACEMENTS

ACS believe that children/young people should be educated within an environment matched to an individual's needs. The school recognises the need for a system which can identify the very rare occasions when the provision is no longer appropriate for a particular individual and will seek to support a planned transition to an appropriate provision within either a mainstream setting or another Specialist setting. Through this holistic approach we aim to build self-esteem, encourage independence, and help students thrive in all areas of their lives.

END

POSITION	Headteacher	NAME		SIGNATURE		DATE	
POSITION	Governor	NAME		SIGNATURE		DATE	

