




## SEND and Inclusion Policy

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<b>Signed</b>	
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## **Ethos**

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotional available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (DfE 2023/24). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a student-centred curriculum that includes academic education, psychosocial education and emotional literacy to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their academic, personal, social, physical, emotional development. We provide a broad and balanced curriculum, including personal development and wellbeing interventions to support, educate and prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promotes young people's well-being and enables them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society. Our SEND policy re-enforces the need for quality first teaching and a graduated response that is fully inclusive. The school believes in the entitlement of the learner to the curriculum rather than exclusion from it and we recognise that the school support structures must be based on flexibility rather than rigidity.

***"inclusion is about much more than the type of school that children attend: it is about the quality of their experience; how they are helped to learn, achieve, and participate fully in the life of the school." ([www.parliament.uk](http://www.parliament.uk))***

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015), and with reference to guidance from the Equality Act (2010); Children and Families Act (2014); Education Act (2011).

## **Rationale**

Raise Education and Wellbeing School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and learning style. All students have access to a broad and balanced curriculum and staff set high expectations for every student, whatever their prior attainment, using appropriate assessment to set targets which are deliberately ambitious but achievable. Potential areas of difficulty are identified and addressed at the outset and students are always encouraged to develop their strengths. Lessons are planned to address potential areas of difficulty, gaps in learning and to remove barriers to student achievement, including the provision of off-site learning to address specific challenges an individual learner may be facing.

Raise Education and Wellbeing School will:

- Regularly review and evaluate the breadth and impact of the support they offer or can access.
- Co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer.
- Collaborate with other local education providers to explore how different needs can be met most effectively.
- Have due regard to general duties to promote equality and inclusion.

Raise Education and Wellbeing School understand that they have duties under the Equality Act 2010, towards individual children and young people and make reasonable adjustments to prevent them being put at a substantial disadvantage, this includes the implementation of appropriate exam access arrangements in agreement with the relevant examination board.

These duties are provided using an anticipatory approach with thought given in advance as to what children and young people might require and what adjustments might need to be made to prevent any disadvantage. Raise Education and Wellbeing School endeavour to prevent discrimination, to promote equality of opportunity and to foster good relations.

## **Aims and Objectives:**

This policy is in keeping with the school's ethos, aims and teaching and learning strategies and its focus on educational inclusion. The Directors, governing body and staff at the school will ensure that all students enjoy a broad, balanced, and relevant curriculum which will be differentiated to meet individual needs both on and off-site, both through our School/College provision (REWS/Reach) and our Alternative Provision (AP).

The objectives of Raise Education and Wellbeing School (REWS) in making provision for students with special educational needs are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To raise the aspirations and expectations for all students in our setting with special educational needs and disability (SEND) including social, emotional, and mental health difficulties (SEMH).
- To operate a 'whole person, whole school' approach to the management and provision of support for special educational needs, behaviour, and wellbeing. Including, when

necessary, temporarily educating individuals off-site, to support their emotional regulation and other difficulties.

- To develop and maintain partnerships and high levels of engagement with parents/carers, local authorities, and other external agencies.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEMH / SEND.
- To enable students with SEMH / SEND difficulties to maximise their achievements by working with their strengths towards the achievement of their aspirational goals.
- To ensure that the needs of students with SEMH / SEND difficulties are identified, assessed, provided for in an appropriate manner, with regular reviews of progress and adaptation of the curriculum to meet their needs.
- To ensure that all students with SEMH / SEND difficulties are offered full access to a broad, balanced and relevant curriculum, wellbeing and therapeutic support and the academic curriculum as appropriate.
- To ensure successful preparation for independence in adulthood, including successful transition planning for students with SEMH / SEND difficulties.
- To ensure students in the AP are prepared for the transition into the AP and where appropriate, into mainstream or other alternative provisions including Raise's School/College provision.
- To take the views and wishes of students, parents/carers into account using a person-centred approach to planning.
- To work within the guidance provided in the SEND (Special Educational Needs and Disability) Code of Practice 0 – 25 Guidance January 2015 – such as The SEN and Disability Regulation [2014] which sets out the responsibility of the school for EHC Plans and SENCo's. Along with the Children's and Families Act and the Disability Regulations, 2014 and the Equality Act, 2010.
- To provide support, training, and development of staff regarding special education needs and inclusion of learners.
- All students have a Pupil Passport compiled by the SENCo. This can be information from their EHCP, teacher input, initial assessments, professional reports and LA reports. It is updated in collaboration with all school staff.

### **Identifying Special Educational Needs:**

Definition of Special Educational Needs and Disability:

The Code of Practice defines a child as having special educational needs and Disability (SEND) if s/he has a learning difficulty which calls for special educational provision to be made i.e., if s/he:

- a) Has a significantly greater difficulty in learning than most children of the same age.
- b) has a disability which prevents or hinders him/her from using the educational facilities provided by the school.

The kinds of SEND that Raise Education and Wellbeing School (REWS) present with include

- Trauma/PTSD
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, psychosis etc.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

- Cognition and learning needs, MLD and SPLD.  
for example, dyslexia, dyscalculia, dyspraxia, Sensory and Physical needs

Baseline information is gathered from:

- Pupil Voice
- Parent Voice
- EHCP and professional reports on referral to School/College Site.
- LA Information, professional reports and previous educational provision information.

The SEMH needs of learners at Raise Education and Wellbeing School are determined through the observation, teacher assessments, cognitive assessments i.e. Lucid Exact, SALT assessments and information gathering and reviewing processes.

The academic needs of the learners are assessed through a variety of assessment tools selected to respond to a range of student need:

- Teacher Baseline Assessments and classwork.
- Lucid Exact - a widely used tool for assessment, screening and exam access arrangements. Lucid Exact provides comprehensive assessment of literacy. Lucid Exact meets JCQ requirements and is the time efficient solution for assessments for exam access arrangements.
- IDL Assessments (Supports Dyslexia/Dyscalculia and gaps in knowledge), Lexia (Supports Word Study, Grammar and Comprehension), MyMaths (Supports consolidation and maths knowledge).

The SEMH needs of the learners are assessed through a range of assessments:

- Student/Parent Voice
- On entry assessments -: Star Assessments (Work and Teen), Thrive, Motional, PASS, Snap B.
- Outside Agency Assessments – CAMHS, Social Care, Educational Psychologist, Occupational Therapist, Speech and Language, Drug Service, ASD/ADHD etc.
- Information from previous provision
- PEP and EHCP assessment information.

All staff at Raise Education and Wellbeing School understand the range of SEND needs that students can present with.

### **Graduated Approach to SEN Support:**

The Special Educational Needs Code of Practice makes it clear that all teachers are responsible for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff.

The graduated approach and the four-part cycle of assess, plan, do, review will be followed. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.

1. Teachers are responsible and accountable for the progress and development of the students in their class, including how they access support from HLTA's, LSA's and Learning and Intervention Mentors. When a teacher can evidence inclusive, high quality first teaching has taken place but concerns following assessment have highlighted a problem with a specific student's engagement and progress, they will consult with the SENCO outlining the key areas of concern with relevant evidence. This

is the first step in the graduated approach when assessing and responding to student need.

2. Collaboratively the teacher and the SENCo will discuss and plan possible interventions and support strategies that can be undertaken to respond to need. These will be assessed and reviewed over an agreed period of time. The student's teacher is responsible for checking whether the plan is working on a daily basis.
3. If findings from the tracking of progress, following the use of the planned interventions, still highlights causes for concern, the teacher will notify the SENCo who will consult with other senior leaders to consider all of the information provided. If deemed appropriate, arrangements will be made to obtain specialised assessments and advice from external agencies and professionals.
4. Any input, advice or strategies provided by or undertaken by external agencies will be regularly reviewed, student progress assessed and where necessary, other consultations will be undertaken and new strategies/plans considered. At each stage, progress will be reviewed.
5. For those student's without an EHCP i.e. the majority of the students who attend the AP; the assess, plan, do, review cycle will be used where appropriate, to inform and provide evidence to support the EHCP process.

### **Supporting Students and Families:**

We will have an early discussion with the student and their parents/carers when identifying their needs. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Regular attendance of pupils is supported through a trauma-informed approach (Thrive and Motional) that includes the use of proactive communication with each learner, restorative justice techniques, home visits and pastoral care, health and wellbeing support, personal development and nurture approaches and close and regular liaison with parents/carers and multi-agency support.

Consideration is also given to the ability of the young person to access learning within the school at any specific time. In certain circumstances, it is appropriate to deliver learning in an alternative setting for a specific amount of time, based on the needs of the learner via our REACH programme.

In the case of students with PEP's, the SENCO's are the designated teacher's. The role of the designated teacher is to lead the development and implementation of the student's PEP and where necessary, ensure that Pupil Premium is accessed and spent appropriately to meet student need. The designated teacher is responsible for championing the educational and emotional needs of looked after children and are the main author of the PEP within the school. They have a vital role of acting as an advocate and promoting the educational achievement of looked after children. The School has close links with all learner's homes and local authorities

and are able to seek support when necessary for learners for whom English is not their first language and the children of Service Personnel or those from transient families.

REWS considers each learner's individual needs and works to support them and their families in the way which suits them best. We work closely with health professionals, social services, and other teams within the local authority where needed, in order to ensure and maximise each learner's potential and positive learning experience. In addition to the academic curriculum, Raise Education and Wellbeing School support inclusion by developing skills in our learners to empower them to manage their own wellbeing. This is done by various therapeutic interventions that include:

- A range of psychological and counselling-based therapies.
- Wilderness therapy
- Gym/Boxing/Sports-based interventions
- Therapeutic arts, crafts, and baking
- Therapeutic Music and Music Production
- Therapeutic horticulture
- Sensory Circuits Support Room and Materials
- Thrive and Motional assessments and interventions.
- Lego and Game therapy
- Mindfulness techniques

Each of the learners have a detailed Pupil Passport with background information, targets and strategies to inform and support their progress to enable the removal of barriers to learning. It gives staff a point of reference to enable a background understanding of students, effective academic engagement, effective behaviour management and awareness of student's social, emotional, mental and general health needs. It also provides targets and recommended strategies for educators and support staff to utilise to help students to progress.

Teaching and learning is organised to give the highest possible level of support to learners, including one to one and small group support and planned off-site learning where appropriate (with the provision of a reintegration plan). Staff are aware of the importance of behaviour support within the classroom and at less structured times of the school day, such as social learning times. All lessons are supported by either a TA, HLTA's, LSA's or Learning and Intervention Mentor. Pastoral Practitioners are available to help to re-engage students in learning if they leave the classroom and during planned sensory breaks in lessons. Social learning times, such as break and lunchtimes and therapeutic interventions, are supported by members of the wellbeing team, teaching assistants and teaching staff in addition to pastoral staff. Provision is reviewed on an on-going basis and as part of daily communications; changes can be made very quickly to ensure we respond dynamically to variations in learner behaviour, both academic and emotional.

### **Supporting Students at School with Medical Conditions and Accessibility:**

We ensure that REWS can respond appropriately to the needs of students both on school/college site and the AP (alternative provision) site as outlined in their initial baseline information. We make the following adaptations to ensure all students' needs are met:

- Wheelchair accessible areas.
- Sensory/Quiet/Nurture Spaces.
- Disabled toilets and changing areas.

- First Aid rooms for the administration of medication i.e. ADHD medications and medical interventions to respond to conditions such as anaphylaxis shock, asthma etc.
- Differentiating the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking information etc.
- Adapting the learning environment and resources i.e. providing nurture/thrive rooms etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory toys etc.
- Assessment of Speech and Language needs (CELF-5) and ensuring these needs are responded to in the classroom.
- Making appropriate referrals to outside agencies to access support for Mental Health needs, Sexual Health Services and the Drug Service. Supporting older students with making and Health and Dental appointments

### **Monitoring and Evaluating SEND:**

Teachers monitor and track students' progress towards their goals throughout the year. Information is gathered through observations from parents/carers, all school staff (teaching and non-teaching), SENCO's and external agencies to build up a holistic profile of individual student need.

This is in line with the SEND Code of Practice 2014. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This school system includes reference to information provided by:

- Progress measures, against the objectives from the age-related expectations
- Baseline and ongoing assessments i.e. Lucid Exact, IDL etc.
- Teacher assessments and tracking of progress.
- Measures of social, emotional and mental health wellbeing including THRIVE, Motional, Pass, Star Assessment and external agency assessments.
- Teachers reviewing and tracking students' individual progress towards their goals each term.
- Ongoing interventions which inform all staff of student needs, concerns and issues. The Interventions, such as targeted, wellbeing and pastoral, are monitored and recorded on a regular basis.
- Using student questionnaires and student voice.
- Monitoring of interventions by SENCo and SEND Learning Walks.
- LAC and PEP meetings.
- Holding Annual Reviews for students with EHCP plans

### **Roles and Responsibilities:**

#### **The Governing Body will ensure:**

- SEND and inclusion provision is an integral part of the school improvement plan the necessary provision is made for any pupil with SEND in order that they are fully included in the schools teaching, learning and wellbeing curriculum.
- All staff are aware of the need to identify and provide for pupils with SEND and how to support their inclusion.



- The inclusion of pupils with SEND in school activities, as far as is reasonably practical, compatible with their needs and taking into consideration of the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice (January 2015) and the Children and Families Act (2014) along with The Disability Regulations Act (2014).
- Parents/carers and local authorities (where appropriate) are notified if the school decides to make special educational provision to promote the inclusion of an individual learner, whether that be on or off-site learning.
- They are fully informed about SEND and inclusion issues so that they can play a key part in the school self-review.
- Appropriate staffing and funding arrangements are in place.
- They oversee the school's work for pupils with SEND ensuring clear approaches for the inclusion of all.
- The quality of SEND provision is regularly monitored.
- That the building is assessed regularly to ensure that it is in line with the Equality Act and it meets all expectations for access ability, Health and Safety and all risks are identified.
- They, and the whole school, are involved in the development and monitoring of this policy.

**The Head Teacher (Jason Steele), is responsible for:**

Overseeing the provision of all education, personal development, wellbeing, and pastoral programmes within the school and that they are delivered, monitored and evaluated in line with both the SEND Code of Practice (2015), OFSTED requirements and independent school standards (2014).

- Working with the SENCO's, Deputy Head and Chair of Governors to determine the strategic development of the SEN policy and provision in the school.

**The Deputy Principal (Doug Walmsley and Louise Bridge) are responsible for:**

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues.
- Working closely with and supporting the deployment of resources relating to SEND within the school.
- Ensuring that the implementation of this policy and the effects on the school of all inclusion policies are monitored and reported to governor.

**The SENCo (Tracey Simpson and Deborah Thompson) are responsible for:**

- Leading on assessment of needs, the management of the EHCP Annual Review Process; reviewing of targets and ensuring the implementation of both targets and strategies.
- The operation of the schools SEND Policy, having regard to the DFE SEND Code of Practice 0-25 years (2014).
- Working with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.

- Liaising with colleagues and providing professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Maintaining, reviewing and updating the school's register of students with special needs.
- Being the point of contact for external agencies, especially the local authority and its support services.
- Advising on the graduated approach to providing SEND support ensuring that it is effectively implemented and ensure that all assess, plan, do, review cycles are undertaken as and when needed.
- Ensuring the school keeps the records of all students with SEND up to date.
- Providing advice, guidance, and training to staff to support students with SEN, SEMH and behavioural support needs.
- Work with REWS staff and leadership team, parents/carers, and relevant external agencies to develop, implement and monitor individual support learning plans.
- Designated teacher's that attend PEP and LAC reviews.
- Compiling student passports for all students to advise teachers on need and appropriate intervention strategies.

#### **Teachers are responsible for:**

- The progress and development of every student in their class
- Planning and teaching a broad, balanced and differentiated curriculum that meets the individual needs of all children.
- Using quality first teaching to support inclusion within class for those children with SEND.
- Monitoring and maintaining Student Passport in conjunction with the SENCo.
- Continuously assess and track students' progress, identifying and filling any gaps. Liaising closely with and reporting to parents/carers.
- Liaising with external agencies when required, in consultation with parents/carers and the SENCo.
- Attending relevant professional development courses as required by the SENCo.
- 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.
- Ensuring they follow this SEND policy.

#### **All School Staff are responsible for:**

- Safeguarding and wellbeing of students.
- Ensuring that the emotional, physical and psychological wellbeing of students is assessed, monitored and prioritised on a daily basis.
- Implementing and resourcing programmes under the guidance of teachers, SENCo's and Senior Leadership Team (led by the Head Teacher).
- Feeding back any concerns and/or achievements to teachers, SENCO's and other members of SLT.

#### **Links to Other Policies:**

- All school policies support the SEND policy.