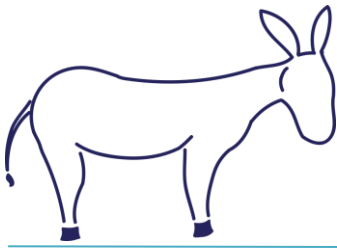


Special Educational Needs & Disabilities (SEND) Policy

Policy Reviewed By **Lynne Duffy (CEO)**
Policy Reviewed **February 2025**
Next Review Due **February 2026**

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Definition of Special Educational Needs & Disabilities:

In this policy, 'special educational needs and disabilities' refers to a learning difficulty or physical disability that requires special educational provision.

The SEN Code of Practice (January 2015) says students have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a. Has a significantly greater difficulty in learning than the majority of others of the same age.
- b. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

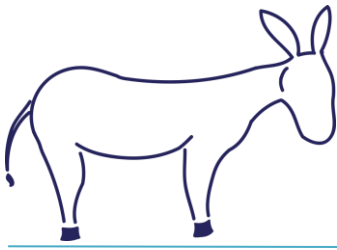
Identifying and assessing SEND for students or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

Definition of special educational provision:

For students aged two or more, special educational provision is an educational or training provision that is additional to or different from that made generally for other students or young people of the same age by mainstream schools or maintained nursery schools.

Mission statement

"At Gloverspiece School, we understand that educational success looks different for all our students. Through combining classroom-based, farm-based and animal-assisted learning experiences, therapeutically underpinned by an ethos of Nurture, we strive to enable achievement for all."



1. Aims and Objectives:

Aims

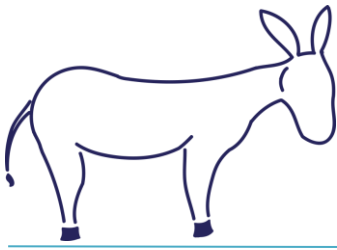
At Gloverspiece, we aim to provide every student with access to a broad and balanced education. This includes the National Curriculum, engagement with Functional Skills Qualifications and other supplementary aspects of our curriculum including animal-assisted activities, land-based learning and Nurture.

Our aims are:

- To ensure that all our students' SEN needs are met to support academic progressions and continued good physical and mental health and wellbeing.
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all students can access a balanced curriculum, differentiated where appropriate.
- To ensure that all students with SEND can fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop and maintain close working relationships with parents, carers, social workers and other external professionals.

Objectives

- To consider and reflect the needs of our students in the planning, delivery and assessment of teaching and learning to ensure that this is accessible for all students.
- Make appropriate provisions to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the Learning Support Coordinator and Senior Leadership Team and will be carefully monitored and regularly reviewed to ensure that individual targets are met and that all students' needs are catered for.
- Collaborate with parents to gain a better understanding of their child and involve them in all stages of their student's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their student's progress, and providing information on the provisions for students, and the effectiveness of the school's SEND work.
- Support from outside agencies when a need has been identified and discussed with parents.
- Create a nurturing school environment where students feel safe to voice their opinions of their own needs. This means providing regular one-to-one meetings between students and their allocated members of the school's Nurture Team.



2. Responsibility for the co-ordination of SEND provision:

- The person with overall responsibility for overseeing the provision for our students is Mrs Lynne Duffy (Headteacher).
- The people currently co-ordinating the day-to-day provision of education for students with SEND are Mrs Jo Evans (SENCO)
- Other visiting professionals may include:
 - Educational Psychologist
 - Speech and Language Therapy Service
 - Hereford & Worcestershire NHS Foundation Trust
 - Chadsgrove School Services

3. Arrangements for co-ordinating SEND provision:

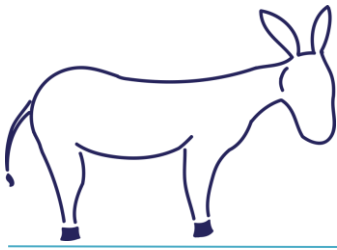
The Learning Support Coordinator (LSC) holds details of the following records:

- Education, Health and Care Plans (EHCPs)
- Annual Review of EHCPs
- Personal Education Plan Documents of Looked After Students
- Individual Provision Maps (IPMs)
- SEN Intervention Records

All staff can access:

- The Gloverspiece School SEND Policy
- Students' EHCPs
- Student's IPMs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision.
- Continued CPD training through the National College Portal

Relevant information is made accessible to all staff and parents/carers to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students and their requirements which will enable them to provide for the individual needs of all students.



4. Admission arrangements:

All student placements at Gloverspiece School are funded by the placing Local Authority in line with the agreement to provide education provision as per the individual student's EHCP. All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the student is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's LSC to aid the smooth transition of the student and discuss arrangements to be made as well as any other important information relating to that student's needs.

Where face-to-face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

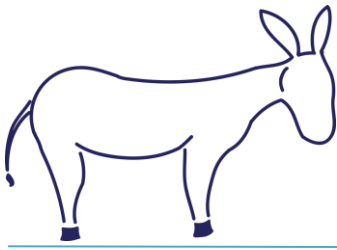
5. Facilities and interventions for students with SEND:

The school has a range of specialist SEND facilities in place. These include:

- The provision of Autism Friendly, low stimuli learning environments.
- Extensive outdoor space through which students can engage with land-based learning and animal-assisted activities.
- Our Nurture Room – a structured, quiet space set up as per Nurture UK's 'Six Principles of Nurture'.
- Our Nurture Lounge – a quiet space with allocated workstations.
- Soft-furnished spaces to support emotional regulations.
- Storage facilities for medical supplies, gloves and aprons
- Dedicated bins or disposal systems for clinical waste
- Noise-reducing sound pads on the ceilings of the main classroom to reduce noise reverberations.

The school has access to a range of SEND Interventions. These include:

- Barrier Games
- 'Jimbo Fun' Fine and Gross Motor Skills Programmes
- Therapeutic Lego Resource
- Sensory Play Resources
- Proprioceptive and Vestibular Sensory Equipment
- Individual and Group Nurture Programmes
- WordAware
- '60 Sensory Minutes' – NurtureUK
- 'Black Sheep' – Narrative Programme
- Mind Mapping Resources
- 'Language For Thinking'



- Visual aids/prompts/resources

6. The process for identifying and managing students with SEND:

Communication and Interaction

All of our students on roll have EHCP which explicitly outlines their SENs and the recommendations for their provision. However, the profile for every student is different and their needs may change over time. They may have difficulty with one, some or all of the various aspects of speech, language or social communication at different times of their lives.

Students with ASC (Autism Spectrum Condition), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

Cognition and learning

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

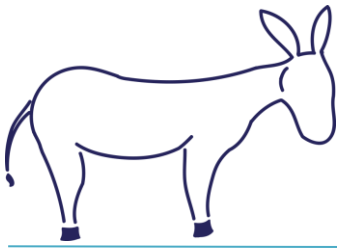
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or medically unexplained physical symptoms. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. When considering and planning around the behaviour of students, we always apply the Nurture principle '*All Behaviour is Communication*' through which we seek to identify the function of the behaviour so that we can plan to effectively meet this underlying need.

Sensory and/or physical needs

Some individuals require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many individuals with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Individuals with an MSI have a



combination of vision and hearing difficulties.

Students may require a broad sensory diet to meet their individual sensory needs.

These four broad areas provide an overview of the range of needs present in our school. Each student's needs and recommended provisions are reviewed annually as part of the Annual Review of their EHCP. Additionally, any new concerns or observations made by any member of staff relating to the SENs of any student can be referred to LSC via the school's SEN referral process.

The following needs are NOT considered to be SEND but they may impact on a student's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a student premium allowance
- Being a Looked After student
- Being a student of a serviceman/woman

These issues are monitored by the school for every student where relevant.

A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

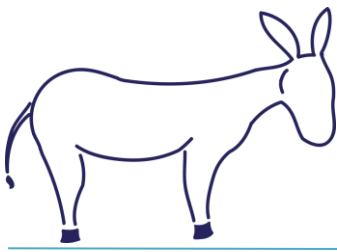
Gloverspiece SEND Teaching Standards

At Gloverspiece School, the following, common features of 'Quality First Teaching' are expected to be considered and implemented by all teachers across their practice and inform our continued SEND teaching standards. These include consideration and planning informed by:

- Structure/Pace of Lesson
- Use of language
- Pre-Teaching of Vocabulary/Topics/Concepts
- Delivery of Instructions
- Low-Stimuli Environment
- Use of Visual Prompts
- Task Management
- Visual Timetables

Additional Support / Monitoring

- The student's class teacher is responsible and accountable for the progress and development of all the students in their class (including where students access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.



- The teaching for all students is regularly reviewed and this includes giving teachers access to a range of strategies to identify and support vulnerable students.
- The LSC will be consulted for support and advice and may wish to observe the student in class.
- The teacher and LSC, alongside the senior leadership team, will consider all the information gathered about the student's progress, alongside national data and expectations of progress.
- Parents/Carers/Social Workers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Regular student progress meetings will be used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and the progress being made.

Education, Health and Care Plan (EHCP)

Students' EHCP are stored as an integral part of their formal record and will be reviewed annually by Gloverspiece School staff in collaboration with parents/carers and other external agencies.

The annual review is ordinarily led by the Deputy Headteacher and enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

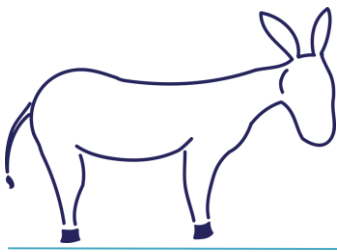
7. Access to the curriculum, information and associated services:

Students with SEND will be given access to the curriculum in line with the wishes of their parents and the needs of the individual. At Gloverspiece, our vision is to provide accessible education for all students, delivered in shared classroom environments alongside their peers. However, there may be times in which some content will be delivered individually to promote engagement and remove additional barriers to this.

The school curriculum is regularly reviewed by curriculum leaders to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

We aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting to support the taught curriculum and enable students to achieve the best outcomes. The school does this by:

- Keeping all staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical information and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.



- Making use of all class facilities and space (indoor and outdoor).
- Using in-class interventions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that students would benefit from this provision. Parents will be made aware of any circumstances in which changes have been made.

8. Inclusion of students with SEND:

The senior leadership team oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. We aim to optimise opportunities for participation and achievement across all areas of school activity (social, emotional, behavioural, academic) by:

- Providing a balanced curriculum for all students both in and outside of the classroom, including play and interaction at breaktimes.
- Practising teaching methods that suit the needs of individual students.
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our students.

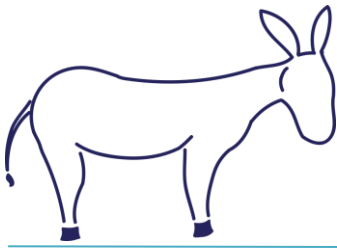
9. Evaluating the success of provision:

The SEND provision offered by Gloverspiece School is evaluated against the stated objectives of this policy. Staff, parents/carers and students are all involved in the evaluation process.

Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review. The SLT team reports regularly to the Headteacher of Gloverspiece School.

Examples of criteria on which the success of the school's SEND provision is evaluated include:

- The efficiency with which the emergent special educational needs of our students are identified, planned for and responded to.
- The ability of each student to access their timetable.
- The academic progress is captured through baseline assessments, teacher observations and judgements etc.
- The progress made in areas of development such as their social, emotional and behavioural functioning is captured through regular Boxall Profile assessments (NurtureUK).
- Feedback was provided by students, staff, parents/carers, and external professionals regarding the delivery of provision at Gloverspiece School. Opportunities to provide such feedback are offered as part of Annual Reviews of EHCP, visits to the school, discussions with school staff, PEP meetings for CiC students etc.
- The efficiency with referrals are made to external support services in response to the SEND profiles of our students.
- The quality and extent of CPD and training opportunities afforded to Gloverspiece Staff surrounding the topics of SEND.



10. In-service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice concerning the needs of students with SEND. This training is delivered 'in-house' by members of staff who demonstrate a specialism in a subject area relating to SEND, or by external training providers either in person or online.

Our school offers a range of training opportunities including:

- ASC informed practices
- PDA informed practices
- Trauma/ACE informed practices
- Nurture/Attachment informed practices
- Awareness around emerging SENDs (e.g. ADHD, dyslexia)
- Ongoing safeguarding training
- Differentiation in SEND
- Sensory Processing
- Annual Positive Physical Intervention training for all staff

The LSC attends relevant SEND courses and facilitates/signposts relevant SEND-focused external training opportunities for all staff. We recognise the need to train our entire staff on SEND issues. The LSC, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

11. Links to support services, other agencies and voluntary organisations

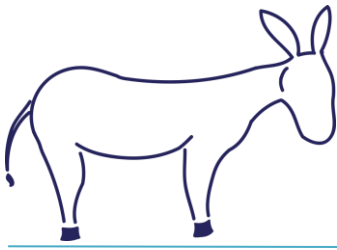
The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when necessary:

- Chadsgrove School Support Services
- Nurture UK (through consultation as an accredited setting)
- Educational Psychology Services
- Speech and Language Therapy Services
- Health Services
- Social Services
- LA Virtual Schools

12. Working in partnership with parents and carers

Gloverspiece School has always believed that a close working relationship with parents is vital to ensure:



- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of students with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated 2015), which must have regard to:

- The views, wishes and feelings of the student or young person, and the student's parents.
- The importance of the student or young person, and the student's parents/carers, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the student or young person, and the student's parents/carers, to facilitate the development of the student or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to the Headteacher, Deputy Headteacher or LSC throughout the year for any reason.

Parents/carers will be kept up to date with their student's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at Annual R of EHCP review meetings. Parents/carers will always be able to speak to school staff privately about confidential issues.

For parents/carers whose home language is not English, Gloverspiece School will try to ensure that a translator is present at meetings.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs. Parents/carers will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for them.

The school's Headteacher Lynne Duffy may be contacted via the school office at any time concerning SEND matters.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their student, an appointment can be made by them to speak to the Headteacher, Deputy Headteacher or LSC, who will be able to advise on formal procedures for complaint.

Additionally, parents/carers can refer to the school's complaints policy.