

White Trees  
independent school



## Special Education Needs and Disability (SEND) Policy

Also see 'What we do & How we do it' policy, Safeguarding & Positive Behaviour Policy.

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life, becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

**W**onderful  
**E**xcellent  
**L**ovely  
**C**lever  
**O**utstanding  
**M**agnificent  
**E**nthusiastic

(Acronym created by White Trees pupils)

Updated August 2022

Created by White Trees Independent School, August 2022

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## RATIONALE:

White Trees Independent School is committed to ensuring that the necessary provision is made for all pupils with SEND. The SEND code of practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they;

- ✓ Achieve their best
- ✓ Become confident individuals living fulfilling lives
- ✓ Make a successful transition into adulthood, whether into employment, further or higher education or training

At White Trees we believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- ✓ Equality Act 2010: advice for schools DfE (2013)
- ✓ SEND code of practice: 0 to 25 years (2015)
- ✓ The Children and Families Act (2014)
- ✓ The SEND Regulations (2014)
- ✓ Keeping Children Safe in Education (2015)
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers' Standards (2012)

The Equality Act 2010 brought together a range of previous acts into a single act, aiming to harmonise and strengthen discrimination law and support progress on equality.

Schools have a *legal* responsibility:

- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage
- To not treat disabled pupils 'less favourably'

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Disability discrimination is less favourable treatment than that received by someone else for a reason related to the pupil's disability *when it cannot be justified*

## **Aims:**

At White Trees Independent School, we aim to;

- ✓ Ensure that the needs of pupils with SEND are identified as early as possible
- ✓ Maximise academic progress and personal development for all pupils
- ✓ Reduce and, where possible, close achievement and progress gaps between different groups of pupils
- ✓ Maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those pupils who have special educational needs and or disability.
- ✓ Provide a safe environment in which all pupils can thrive and develop into independent and resilient learners
- ✓ Prepare our pupils for life beyond school to enable them to become confident and responsible citizens
- ✓ Provide a differentiated curriculum that provides appropriate, challenging learning opportunities for all pupils in line with fully inclusive classroom practice
- ✓ Ensure that vulnerable or disadvantaged pupils are given the support they need to remove the barriers to their learning and personal development
- ✓ Encourage an open and continual dialogue amongst staff, parents and other relevant professionals in order to achieve the best possible outcome for individual pupils.
- ✓ Ensure that pupils with SEND are fully included within all areas of school life to ensure that they make progress both socially and emotionally as well as academically

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

### **Defining special educational needs**

The SEND code of practice (2015) states that;

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or

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disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others of the same age
- 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'

*(SEND code of practice: 0 to 25 years, 2015)*

## **Identification before joining us at White Trees**

We are committed to the early identification of our pupils' specific needs. Prior to joining us, our SENCO's work with feeder schools to collate information on the specific needs of pupils with SEND – if they have previously been on roll with another school before us. Most of our pupils who come to us have been out of education for sustained periods of time. We collaborate with all of the relevant outside agencies and with parents, to ensure that a full picture of need is established. We work closely with the EHCP and admissions team within each Local Authority to allow a strategic approach to admission for pupils with SEND. All this ensures that we have the right information so that the best possible provision, intervention and support can be put in place as early as possible, planning an effective and appropriate transition.

## **Identification once within White Trees Independent School**

Teaching and pastoral staff, supported by the senior leadership team, regularly assess the progress of all pupils, to identify those pupils that are not making the required level of progress in line with their ability. This can be academic progress which is quantifiable, or social and emotional progress which is measured qualitatively, primarily via the well-being team.

## **Our Graduated Response**

The first response to pupils who are not making expected levels of progress, should be the teacher adapting their approach to target the pupil's specific weakness. This is known as 'Quality First Teaching'. If pupils continue to struggle to make expected progress, the school SEND Leader, Head of Well-being will meet with the SENCO's/intervention coordinator to create more robust interventions/strategies in supporting bridging that gap in progress, making learning accessible across the curriculum. This will then be shared with all teaching staff with formal training being

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provided where and when necessary.

We then follow a cycle of Assess, Plan, Do and Review:

- **Assess** – Wellbeing staff will carry out or request additional assessments of a pupil to identify an area of need.
- **Plan** - Once the assessment part of the process has been completed, the pupil's needs are determined in a consultation meeting with staff and, if appropriate, parents. Actions will be agreed and, if appropriate, added to the pupils ILP (Individual Learning Plan)
- **Do** – The ILP is then followed and reviewed termly. This is shared with all members of staff, with teaching staff taking responsibility for its implementation. The Head of delegates support from SENCO's to staff and are responsible for the quality assurance of the ILP's and ensuring that statutory requirements are met.
- **Review** – The effectiveness of support and intervention is reviewed termly with staff and shared with parents. This is an opportunity to assess the impact of any intervention and thus the cycle begins again.

The Head of Well-being and SENCOs will respond to concerns raised by parents, pupils or any member of our staff, to ensure that pupils who have SEND are supported effectively & efficiently. The Head of Well-being and SENCO's will signpost outside agency or medical support for parents to pursue diagnosis for different learning needs and/or disability, or where appropriate, instigate formal diagnostic testing themselves. We also have the capacity, in consultation and agreement from the professional team around the pupil/family, to refer, using the companies' links, to the following therapists:

- Speech & Language
- Educational Psychologist
- Clinical psychiatrist
- Occupational Therapist
- Trauma therapists

### **The quality of our relationships with parents and carers.**

Pupils with special educational needs and or disability are categorised under one of the four following areas of need as set out in the SEND code of practice (2015);

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- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health
- Communication and Interaction

Whilst the primary area of need above is usually identified, pupils can have needs which are included across multiple broad areas of need.

The level of the support that pupils with SEND require is denoted by the following categories;

✓ **Monitor** – These pupils do not have a special educational need and/or disability. These pupils have an additional need that requires a level of understanding from staff so that their needs are met through effective quality first adaptive teaching strategies. This is a **universal offer**, available to all pupils. These pupils do not necessarily have any direct input from Learning Support. Should a pupil in this category fail to make adequate progress, the decision might be made to escalate their level of support up to SEND support.

✓ **SEND Support** – These pupils are classified as having special educational needs and/or disability. These pupils receive provision

which goes above and beyond the mainstream provision and is classified a **'targeted approach'**. Pupils on SEND support do not have a specific funding stream designated specifically to support their needs, but a proportion of the schools SEND budget is allocated to support these pupils to make progress.

✓ **EHCP (Education and Health Care Plans)** –pupils with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an **'individualised'** model of support. These pupils receive a designated funding allocation to support them in school and to provide additional educational provision which goes above and beyond mainstream provision.

All of the pupils who attend our provision have an EHCP which provides a bespoke, tailor-made offer/curriculum offer to meet the needs of our pupils.

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## THE LINK BETWEEN SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. In this context, ‘long term’ means over a year and ‘substantial’ means ‘more than minor or trivial’. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources ‘normally available’ to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan. Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. This policy has been developed in line with the Department of Education (DfE) published guidance “Supporting pupils at school with medical conditions.

## PROVISION

The law says:

*“If a registered pupil or a student/pupil at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the pupil’s or student/pupil’s special educational needs is made.”*

(Section 66 of the Children and Families Act 2014)

Using best endeavours means doing everything they can to meet the child or young person’s SEND. At White Trees we ensure all of our pupils have access and

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support to the following:

- ✓ Differentiated learning materials or specialist equipment
- ✓ Learning Support Assistants (LSAs) within classes where appropriate
- ✓ 1:1 support
- ✓ Wider curriculum teaching
- ✓ Classroom in a van
- ✓ Forest Education
- ✓ Outdoor education
- ✓ Residential experiences
- ✓ Wellbeing team - Access to in house assistant psychologists & interventions coordinator
- ✓ Specialist teaching/support from outside agencies
- ✓ Individual/small group intervention delivered by our intervention's coordinator
- ✓ Detailed ILP's
- ✓ Access, if appropriate, to specific therapists

In order to ensure that our pupils with SEND are appropriately supported by their teachers in lessons, we provide the following training opportunities for staff to ensure that they have the knowledge and skills required to differentiate appropriately;

- ✓ New staff training on induction to the school
- ✓ On-going in-house professional development which is in line with pupils' specific needs
- ✓ Bespoke training from outside agencies, specific to the pupils that they support
- ✓ Designated Teacher who attends regular training to be accessible to all staff

## ROLES AND RESPONSIBILITIES

**The Directors, Executive Head & Head of Education & Well-being** have a strategic overview of SEND across White Trees Independent School. Their role includes;

- ✓ Working as part of the school's leadership team to determine the strategic development of SEND policy and provision
- ✓ Responsibility for monitoring the implementation of the SEND Policy across the school, to ensure that it is embedded

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- ✓ Being accountable for raising levels of achievement and rates of progress for ALL pupils
- ✓ Working with relevant local authorities, external agencies and services to ensure that appropriate advice and provision is sought and provided to pupils with SEND across the school
- ✓ Ensuring that appropriate training is in place to support all staff to develop their professional learning, skills and expertise in relation to SEND across the Trust
- ✓ Recruitment of SEND staffing in consultation with school senior leaders and SENCOs.
- ✓ Ensure SENCO's have or are working towards the SENCO qualification

**SENCOs/SEND Leads;**

- ✓ Works with the school senior leadership team & leadership team to determine the strategic development of the SEND policy and provision
- ✓ Takes overall responsibility for managing SEND provision within the school
- ✓ Is accountable for raising levels of achievement and rates of progress for pupils with SEND
- ✓ Maintains an accurate and up-to-date register of provision made for pupils with SEND
- ✓ Is responsible for monitoring the implementation of the SEND policy across the school to ensure that it is embedded
- ✓ Works with relevant external agencies and services to ensure that appropriate advice and provision is sought in line with the pupils EHCP's
- ✓ Co-ordinates the support timetable for staff on the wellbeing team and intervention coordinator

**The Well-being team & intervention coordinator;**

- ✓ Acts under the guidance of the SENCO/Head of Well-being to deliver support to pupils with SEND, so that they make progress socially, emotionally and academically.

**All teachers and staff;**

- ✓ Are responsible for delivering high quality learning and support which takes into account the specific needs of pupils with SEND.

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**Governors;**

- ✓ The SEND Governor ensure that the school are fulfilling the statutory duties of the SEND Code of Practice (2015) conducting monitoring visits throughout the academic year
- ✓ All governors have an understanding of the provision and leadership of SEND across the school

**MONITORING ARRANGEMENTS**

The SENCOs will work alongside the Head of Education & Wellbeing, to quality assure SEND provision and the successful implementation of the SEND policy. This will be done using a number of mechanisms such as;

- lesson observations to look at the standard of SEND provision in the classroom
- Audits of staff knowledge and skills in relation to SEND, in order to inform future training needs
- Analysis of the progress of each pupil with SEND following E4L reports and Pupil Progress data captures
- Working closely with the Head of Education in charge of Teaching & Learning to ensure that SEND has distributed leadership across the school.

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