



Special Educational Needs and Disabilities (SEND) Policy for SPaCE

Introduction

At SPaCE, we are committed to ensuring that every pupil, regardless of their individual needs or challenges, receives the support and education they require to thrive. This SEND Policy outlines our approach to supporting pupils with Special Educational Needs and Disabilities (SEND), in accordance with current legislation and best practice. We believe that every pupil deserves equal opportunities and an inclusive learning environment tailored to their individual needs.

Purpose of the Policy

The purpose of this policy is to:

- Set out our commitment to meeting the needs of pupils with SEND.
- Ensure compliance with relevant legislation and best practice.
- Provide a clear framework for identifying, supporting, and reviewing pupils with SEND.
- Promote a collaborative, inclusive approach between staff, pupils, parents, and external agencies.
- Ensure a trauma-informed approach when supporting SEND pupils, recognizing the importance of emotional and psychological well-being in education.

Scope

This policy applies to all pupils at SPaCE, including those who have been identified with SEND, or who may require additional support in the future. It covers:

- The identification and assessment of SEND.
- The provision of support and interventions.
- The roles and responsibilities of staff and leadership in supporting SEND pupils.
- The involvement of parents, carers, and external agencies in supporting SEND pupils.
- The continuous review of SEND provision.

Definition of SEND

According to the **Special Educational Needs and Disabilities Code of Practice (2015)**, a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. SEND may include, but is not limited to:

- **Cognitive and Learning Needs:** This includes difficulties with specific areas of learning, such as dyslexia, dyspraxia, or difficulties with numeracy and literacy.
- **Communication and Interaction Needs:** This includes speech, language, and communication difficulties, including those on the autism spectrum.
- **Social, Emotional, and Mental Health Needs:** Pupils with SEND in this category may experience challenges with mental health, emotional regulation, and behaviour.
- **Sensory and/or Physical Needs:** This includes pupils with physical disabilities, visual or hearing impairments, or other sensory processing difficulties.



Legislation and Legal Framework

SPaCE's approach to SEND is underpinned by the following key pieces of legislation:

- **Children and Families Act 2014:** This is the primary legislation governing SEND provision in England. It places a duty on schools to ensure that SEND pupils receive the necessary support to achieve their potential.
- **Special Educational Needs and Disabilities Code of Practice (2015):** This statutory guidance provides detailed information on identifying, assessing, and meeting the needs of pupils with SEND, as well as working with parents and external agencies.
- **Equality Act 2010:** This act prohibits discrimination against individuals with disabilities and requires schools to make reasonable adjustments to ensure that pupils with SEND are not at a disadvantage compared to their peers.
- **The Education Act 1996 (Section 9):** Requires schools to provide education that meets the needs of all pupils, including those with SEND.
- **Health and Social Care Act 2012:** Encourages integrated working between education, health, and social care services to provide holistic support for SEND pupils.

Principles of SEND Support at SPaCE

The following principles guide our approach to SEND support:

1. **Inclusion:** SPaCE is committed to ensuring that all pupils, including those with SEND, are fully included in all aspects of school life, including classroom learning, extracurricular activities, and school events.
2. **Person-Centered Approach:** We adopt a person-centered approach, recognizing each pupil's individual needs, strengths, and aspirations. Support is tailored to meet the unique needs of each pupil.
3. **Early Identification and Intervention:** We aim to identify SEND as early as possible and implement appropriate interventions to address needs at the earliest stage. This ensures that pupils receive the support they need to make progress and avoid unnecessary barriers to learning.
4. **Collaboration with Families:** Parents and carers are integral to the process of identifying and supporting pupils with SEND. We encourage open communication and partnership with families to ensure a holistic approach to support.
5. **Trauma-Informed Practices:** Recognizing the impact of trauma on learning and behaviour, we incorporate trauma-informed approaches into our support for SEND pupils. This includes understanding the effects of adverse experiences on emotional regulation, behaviour, and learning and ensuring that support is empathetic and flexible.

Identification and Assessment of SEND

Pupils may be identified as having SEND through:

- **Observation and Monitoring:** Teachers and staff continuously monitor pupil progress, looking for signs of difficulty in learning or behaviour that may suggest SEND.



- **Parent or Carer Concerns:** Parents or carers may raise concerns regarding their child's progress or behaviour, prompting further assessment and investigation.
- **Pupil Self-Referral:** In some cases, pupils may express concerns about their own learning or well-being, which can lead to identification of SEND.
- **External Agencies:** External professionals (e.g., educational psychologists, speech therapists) may refer pupils for assessment if they believe additional support is needed.

Once a potential SEND concern is raised, we will conduct a **graduated approach** to assess the pupil's needs, which includes:

1. **Assess:** Gather information from teachers, parents, and external agencies, and complete relevant assessments to understand the pupil's needs.
2. **Plan:** Develop an individualized plan (e.g., an Individual Education Plan or Learning Support Plan) outlining the interventions, accommodations, and strategies that will be implemented.
3. **Do:** Implement the plan and monitor the pupil's progress regularly to assess the effectiveness of the interventions.
4. **Review:** Regularly review the support in place to ensure it is meeting the pupil's needs, making adjustments as necessary.

Support and Provision for SEND Pupils

SPaCE is committed to providing the appropriate support to meet the needs of SEND pupils. This may include:

- **Differentiated Teaching:** Teachers will differentiate their teaching strategies and resources to meet the diverse needs of all pupils.
- **Individualized Support:** Pupils may receive additional support through small-group or one-to-one interventions led by teaching assistants or specialist staff.
- **External Agencies:** SPaCE works closely with external professionals (e.g., educational psychologists, speech and language therapists, occupational therapists) to provide expert support and guidance.
- **Assistive Technology:** Where appropriate, assistive technology (e.g., speech-to-text software, tablets) may be used to support learning and independence.
- **Reasonable Adjustments:** SPaCE will make reasonable adjustments for pupils with physical disabilities or sensory impairments, including adaptations to the physical environment, classroom seating arrangements, and access to specialist equipment.

Roles and Responsibilities

- **SENCo (Special Educational Needs Coordinator):** The SENCo is responsible for overseeing the implementation of this policy, ensuring that SEND pupils are properly supported, and liaising with staff, parents, and external agencies.



- **Class Teachers:** Class teachers are responsible for identifying and supporting SEND pupils in their class, in collaboration with the SENCo. They will provide differentiated teaching and monitor the progress of SEND pupils.
- **Teaching Assistants:** Teaching assistants support SEND pupils by implementing interventions, providing additional help in the classroom, and assisting with individualized learning plans.
- **Parents and Carers:** Parents and carers are partners in the SEND process, providing valuable insight into their child's strengths, challenges, and progress. They will be involved in regular meetings and reviews.
- **External Agencies:** SPaCE will collaborate with external agencies, such as speech therapists, educational psychologists, and other specialists, to provide additional support for SEND pupils.

Monitoring and Review

The effectiveness of SEND provision will be regularly monitored and evaluated to ensure that all pupils are receiving the support they need to succeed. This will involve:

- Regular progress reviews for pupils with SEND.
- Ongoing professional development for staff to improve understanding and implementation of SEND strategies.
- Annual review of the SEND Policy to ensure that it remains in line with current legislation and best practices.

Conclusion

SPaCE is committed to ensuring that all pupils, regardless of their special educational needs or disabilities, receive the support and education they require to thrive. Through a person-centered, inclusive, and trauma-informed approach, we aim to provide a nurturing and supportive environment where all pupils can achieve their potential and feel valued.

This SEND Policy is in accordance with current legislation and will be regularly reviewed to ensure its effectiveness in meeting the needs of all pupils.

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Signed Dene Terry *DBTerry*

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