



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

SEND Policy

A handwritten signature in black ink that reads 'Thomas Keaney'.

Thomas Keaney, CEO and Schools' Proprietor

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This policy applies to all The Complete Education Solution (TCES) schools and services

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Introduction

Almost all our pupils within TCES Group schools have an Education, Health & Care Plan and many are Looked After with all the concomitant instability and uncertainty such circumstances generate. Many have a long history of absenteeism and a number have drug and alcohol abuse problems.

Given that some of our pupils are referred to us only at KS4 we are acutely conscious that we have a very limited 'window of opportunity' to address the issues set out in those pupils' EHCP. In addition a significant number of our pupils arrive with a worrying lack of information about their achievements and/or attainments such as SAT results. This may be because they have failed to take such tests or because their results have become 'lost' in the system.

Therefore, in order to address their SEND, it is vital that we offer all pupils a comprehensive assessment on entry that is rigorously monitored and evaluated, shared with the pupil and their family or carers and that enables the pupil to engage in their own learning and enjoy their school life (sometimes for the first time ever!).

All our pupils are referred to us from Local Authorities and it is a requirement of our contracts with them that we do not seek to include our pupils in mainstream schools. It is too late for that and most of our pupils have experienced multiple exclusions not only from mainstream schools but also from other specialist settings such as PRUs. However, it is an essential aspect of our school that we ensure all our pupils are included in mainstream opportunities such as colleges, work, courses and/or leisure activities when they come to leave us.

It is the policy of TCES Group that all pupils will have access to a curriculum that addresses the difficulties that have caused them to be referred to us, promotes and recognizes their learning, offers them opportunities and experiences that will enable them to meet the challenges of adult life and that promotes the values of caring for others, setting clear boundaries with explicit consequences and that operates in a fair and consistent manner.

In addition, for pupils with SEND, we will ensure that we work in line with the recommendations set out in Removing Barriers to Achievement and will promote the outcomes required by Every Child Matters. Specifically we will:

Support and enable the 4 key areas of the national strategy for SEND:

- **Early Intervention** – ensuring every pupil is assessed within 15 days of admission and teaching and learning will be informed by the assessment
- **Removing barriers to learning** – ensuring every pupil has an IEP and is encouraged and enabled to progress and learn

- **Raising expectations and achievement** – by ensuring all teaching teams have access to appropriate and on-going CPD so they have the skills and strategies to personalize learning and measure progress through on-going assessment
- **Delivering improvements in partnership working** – we will work closely with parents, the LA and other organizations to ensure the needs of all our pupils are addressed

Ensure that all pupils are enabled to achieve the 5 outcomes of ECM:

- **Being Healthy** – have access to regular exercise, know about and make healthy lifestyle choices, understand sexual health risks and the dangers of smoking and substance abuse, are encouraged to eat and drink healthily, recognize the signs of personal stress and have available strategies to deal with it.
- **Staying Safe** – display concern for others, refrain from intimidating and anti-social behaviour; feel safe from bullying and discrimination; feel confident to report bullying and racist incidents; act responsibly in high risk situations
- **Enjoying and achieving** – have positive attitudes to education, behave well and have a good attendance record
- **Making a positive contribution** – understand their legal and civil rights and responsibilities; show social responsibility, and refrain from bullying and discrimination; express their views at school and are confident their views and 'voice' will be heard; initiate and manage a range of organized activities in school and community organizations
- **Achieving economic and social well-being** – develop basic skills in literacy, numeracy and ICT; develop their self-confidence and team working skills; become enterprising, able to handle change, take initiative and calculate risk when making decisions; become financially literate and gain an understanding of business and the economy and of their career options; develop knowledge and skills when they are older, related to workplace situations

Standards

The following standards set out clearly the responsibilities of managers and staff for meeting the needs of pupils with SEND in the school.

The Head Teacher must ensure that the school has a culture that meets the needs of pupils with SEND by:

1. Ensuring the school works within and all staff know about and adhere to, the SEND Code of Practice as revised 2015, Removing Barriers to Achievement, ECM and the DFES SEND Toolkit.

2. Ensuring that the school responds positively to national curriculum developments such as the new 14-19 curriculum as a means of ensuring pupils with SEND have access to the same opportunities and challenges as their peers
3. Ensuring all staff are fully aware of SEND policy and practice and work within it and that this is reflected in the schemes of work, lesson plans and lesson evaluations that they use
4. Ensuring there is an annual audit and plan for the curriculum that covers all aspects of it as set out in the definition above, that promotes ECM outcomes for pupils and that demonstrates how each pupils SEND is met
5. Ensuring all new staff are aware of the of each pupils SEND as appropriate and the actions that flow from it
6. Ensuring that the school monitors and evaluates the progress each pupil with SEND makes and aggregates the information as one measure of the school's effectiveness
7. Ensuring that teachers are up-to-date in their knowledge of SEND matters and are able to advise their colleagues in an effective and productive manner
8. Ensuring that staff are kept up-to-date with regulations, research and legislation in relation to SEND
9. Ensuring partnership arrangements with parents are productive and effective
10. Ensuring partnership arrangements with LA colleagues who have responsibility for SEND are productive and effective
11. Ensuring that all external consultants and trainers assisting in SEND matters have clear guidelines regarding what is expected of them and requiring of them to set out how their input will improve outcomes for pupils

Teachers must ensure:

1. They play a full and active part in the development of policies, plans and processes for supporting and challenging pupils with SEND
2. They have a good understanding of the curriculum modifications and adaptations that secure broad, balanced and relevant opportunities for pupils with SEND
3. They deliver the curriculum in a manner that promotes the learning of each pupil and meets the requirements and learning style of each pupil as set out in their SEND and/or assessment
4. They keep up-to-date, are aware of and incorporate as planned all relevant curricular developments i.e. the 14-19 curriculum for pupils with SEND
5. They are clear about the relationship between SEND, the curriculum, schemes of work, lesson planning and outcomes for pupils
6. They are using appropriate adaptations and/or resources in order to meet particular SEND requirements

7. they monitor the progress of each pupil and the class overall and evaluate pupils progress, achievements, learning, participation and enjoyment of their work
8. They incorporate both the formal and the hidden curriculum in all that they do to address pupils' SEND – see curriculum policy
9. They ensure the LSM's they work with understand each pupils' SEND and its importance in enabling pupils to learn

All staff must ensure they:

1. Maintain an up to date knowledge and understanding of their professional duties and the statutory framework within which they work including the importance of addressing each pupils SEND
2. Work as directed by the Head Teacher or Teacher to review with named pupils the targets set as a result of the SEND
3. Contribute to the development of all aspects of the curriculum as appropriate to their role including meeting the SEND of named pupils
4. Work as a team member and identify opportunities for working with colleagues to promote the curriculum, managing their work where appropriate and sharing the development of effective practice with them