SEND policy

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Version Control since July 2021

Version	Date of Change/Adopted	Reviewed by	Reason for change
1.0	July 2021	R Banks	New document
1.1	October 2022	R Banks/ J Bainton	Changes to reflect KCSIE 2022
1.2	October 2023	R Banks/J Bainton	No Changes made
1.3	October 2024	R Banks/J Bainton	No Changes made
1.4	October 2025	R Banks/J Bainton	Updates to staff to include therapeutic team and well-being hub.
1.5	October 2026	R Banks/ L Secker	Updated terminology to reflect current SEND guidance and school practice. Reflect KSCIE 2026

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1. Introduction

The Education Act 1996 and the SEND Code of Practice (2015) set out if they have a learning difficulty which calls for special educational provision to be made or them.

A learning difficulty means that the young person either:

a) Has significantly greater difficulty in learning than the majority of young people of the same age

b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school.

Everyone at Phoenix Bay School is committed to providing the conditions and opportunities to enable any young person with SEND to be included fully in all aspects of school life.

The school recognises that children and young people with SEND may face additional safeguarding challenges and barriers to communicating concerns. Staff will remain alert to safeguarding concerns and will follow the school's Safeguarding and Child Protection Policy and procedures where concerns arise.

The Special Needs policy at Phoenix Bay School supports the stated ethos of the school that:

Phoenix Bay School adopts a holistic, person-centred approach to the development of our young people, taking into account current theories and methods of teaching. Many of our students have significant barriers to learning due to their social, emotional and communication difficulties and challenging behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programs of study and personalised intervention programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Person Centered Mentoring or Play Therapy for example.

2. Policy Objectives

In order to meet the special educational needs of our young people at Phoenix Bay School we must:

- Develop, implement and monitor appropriate programmes for young people
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress

- Provide additional therapeutic support based on individual needs
- Use a variety of teaching styles and cater for different learning styles to allow young people with SEND to access the Phoenix Bay School's curriculum as detailed in the Curriculum policy
- Use resources effectively to support young people with SEND
- Assess and keep records of the progress of young people with SEND
- Work with outside agencies who provide specialist support and teaching for young people with SEND
- Ensure access to our 'WellBeing Hub' is fair and targeted based on need.
- Inform and involve the parents/carers of young people with SEND so that we can work together to support our young people
- Encourage active involvement by the young people themselves in meeting their needs
- Provide on-going training for all staff working with young people with SEN

3. Principal – Co-Ordinator (SENDCo)

The Principal is responsible for the arrangements for SEND provision throughout the school.

The Principal:

- Has responsibility for the day to day operation of the SEN policy
- Maintains accurate SEND and EHCP records for all students.
- Works closely with the Leadership Team and the teaching and support staff in co-ordinating provision for our young people
- Liaises with the staff in school who have responsibility for Child Protection
- Works closely with the parents/carers of young people with SEN
- Liaises with outside agencies, following consultation with the Leadership Team to gain advice and support for young people with SEN
- Contributes to in-service training for staff on SEN issues

4. Access to the Curriculum

The provision at Phoenix Bay School is based on:

- Setting suitable learning targets
- Responding to young people's diverse learning needs
- Overcoming potential barriers to learning.

All school staff, Principal and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place (Motional) to identify young people who are not making the required level of progress.

Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation/personalisation of the curriculum to match tasks to ability
- Support for communication
- Ensuring tasks are differentiated according to student need as laid out in the student's IEP.
- Use of a range of teaching styles which recognise the individual learning styles of the young people in the class
- Use of Well Being Mentors to provide additional support within literacy and numeracy lessons
- Use of specialist team- 'Well-Being Hub' to support intervention and staff training. (SALT, mental health and OT)
- Small withdrawal group and 1:1 teaching
- Accessibility to resources
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Use of positive behaviour modification strategies within the classroom.
- In-Service training for all staff on the needs of young people with SEND

5. Access to Information

Information about the school and its various activities can be provided in a range of formats, on request, for students and prospective students who may have problems accessing it in written form, e.g., by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams, and pictures.

Information about the school is available to all on the school's own website.

6. Identification and Assessment

All young people who attend Phoenix Bay School have SEND. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All our students are designated with an Education, Health and Care Plan (EHCP)

7. Liaison within the School

The Principal shares information about students with SEND with:

- Class Teachers and Learning Support Assistants and other support staff as appropriate
- Senior Management
- Therapeutic Team

8. Professional Development (CPD) Arrangements

Within school there is an on-going programme of professional Development (CPD) training for all members of staff.

The Principal regularly attends courses on SEND issues. The Principal also implements school Professional Development (CPD) sessions about other areas of the curriculum so that staff are aware of current practices in these areas and any future developments which may affect young people with SEND.

Staff training will include awareness of the additional safeguarding vulnerabilities and communication barriers that may affect children and young people with SEND, in line with the school's safeguarding arrangements

Staff Professional Development (CPD) sessions are planned by senior leaders to best complement and support the specific needs of students within our school. This is then delivered by the Principal, E.P service, other specialists within school, or other appropriate outside agencies.

9. Partnership with Parents and Carers

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people and are encouraged to share information that may help the school understand and meet their child's SEND and safeguarding needs.Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required (e.g: passport reviews/structured conversations) but primarily at annual review meetings.

10. Monitoring the Success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for students with SEND will be shown by:

- On-going class Teacher and Learning Support Assistant observations of the young person in the daily classroom setting
- Differentiated short-term planning by the Class Teacher to meet the young person's needs
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Evidence of progress towards targets at student passport reviews.
- Social and emotional monitoring tools such as Trauma Informed Schools.
- More age-appropriate scores on standardised testing
- Records and evidence of the young person's progress towards improving behaviour
- Discussion at an appropriate level with the young person about their progress
- Discussion with parents about the young person's progress
- Discussion with outside agencies about the young person's progress
- Successful requests for additional funding at EHC plan level

11. Evaluating the success of SEND policy

The success of the policy will result in the needs of all young people with SEND being met by:

- Having the systems in place to identify young people with SEND as early as possible
- Making use of good practice in planning for, teaching and assessing young people with SEND
- Regularly reviewing of the young person's progress against targets set from their EHCP.
- Providing additional intervention if progress is not adequate
- Considering the wishes of the young person at an appropriate level
- Having a positive and effective partnership with parents/carers
- Encouraging a multi-disciplinary approach whenever possible