



SEND Policy

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Introduction

This Special Educational Needs document sets out a working policy in line with the requirements of the [SEND Code of Practice 2014](#). The [Equalities Act 2010](#) is also considered. It is subject to change and development in the light of evaluation of practice.

It details how the school will do its best to ensure that the necessary provision is made for all learners who have special educational needs, and young people identified as 'most able,' and that those needs are made known to all who are likely to teach them. At Break Through School, we aim to include all young people fully and equally in the social and academic curriculum and the life of the school. The aims, objectives and implementation of this policy relate closely to the whole school policy of inclusion.

Definition of Special Educational Needs

A learner has special educational needs if they:

- have a learning difficulty or disability which calls for special educational provision to be made, or
- do not make expected academic progress due to a significantly greater difficulty in learning than a majority of learners of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities provided within the school.

Definition of Disability

This is with regards to a learner who has a physical or mental difficulty which has a long-term effect (for more than a year) on their ability to participate in daily learning and/or social activities. Disability is defined under the [Equality Act 2010](#) if one has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on ability to do normal daily activities.

Areas of Need

The needs of learners with SEND are grouped into four broad areas. Learners can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the learner's SEND, at the relevant time.

AREA OF NEED	
Communication and interaction	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Learners who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Learners with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Relationship to Inclusion

The relationship between the definition of Special Educational Needs and that of inclusion is underpinned by the following principles:

- All learners are equally valued. Equality, however, does not always mean treating learners in the same way, but according to their individual needs.
- Individual needs are to be seen in the context of learners learning in different styles rather than in the context of “deficit” models of ability and learning.

Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children Act (2004)
- Children and Families Act (2014)
- Data Protection Act (2018)
- Disability Discrimination Act (1995)
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Education Act (2011)
- Equality Act 2010 (Disability) Regulations 2010
- Health and Social Care Act 2012
- Mental Capacity Act 2005
- Special Educational Needs (Personal Budget) Regulations (2014)
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations (2015)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' (updated April 2020).
- DfE (2015) 'Supporting learners with medical conditions'.
- DfE (2020) 'Keeping children safe in education'.
- DfE (2020) 'Working together to safeguard children'.
- DfE (2018) 'Promoting the education of looked-after and previously looked after children'.
- DfE (2024) 'Keeping Children Safe in Education'.

Policy Aims and Principles

The Code of Practice (2015) states:

"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 disability if he or she: *"Has 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 academies/ schools."*

A special educational provision is provision that is different from or additional to that normally available to learners or learners of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum or alternative educational packages. At Break Through School, we offer a bespoke, broad, and balanced curriculum.

This policy outlines the framework for the school to meet its duties and obligations to provide a personalised high-quality education to all its learners including learners with special educational needs and / or disabilities.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in any group/class can be considerable, and it is recognised that this situation exists at Break Through School.

The aims and objectives of the SEND Policy relate directly to other school policies and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2015 Code of Practice.

Objectives

We aim to ensure that:

- all learners experience success and positive self-esteem.
- all learners have equal access to and experience the whole curriculum, adapted to meet individual needs.
- all teachers take responsibility for identifying and supporting different needs and setting learning challenges, and that this impacts on classroom organisation, teaching materials and teaching styles.
- opportunities for learners with special educational needs to join in with all school activities are maximised.
- parents are given opportunities for input into their child's SEND provision, and that their knowledge and insights are recognised and welcomed.
- learners are seen as active participants in their own learning, and both their understanding and views of their own needs can be used to inform teaching strategies and to set personalised targets which are included on their Learning Plans.
- the school environment has a place for everyone; we celebrate and welcome equity, inclusion, and diversity to ensure there is a feeling of belonging.

This policy will contribute to achieving these objectives by ensuring that provision for learners with special educational needs is through a whole school approach.

Break Through School values the contribution that every learner makes and welcomes a diversity of culture, religion, and intellect. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our learners whatever their needs and abilities. The school seeks to raise the attainment, remove barriers to learning and increase physical and curricular access to all. All learners are valued, respected and equal members of the school. As such, provision for learners with SEND is a matter for the school.

"All teachers are teachers of learners with SEND."

Roles And Responsibilities

The Board of Directors

The Directors have specific responsibility to:

- Have regard to the Special Educational Needs Code of Practice (2014) and the Equality Act 2010.
- Do their best to ensure that the necessary provision is made for any learner who has special educational needs.

The Principal

The Principal has specific responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for learners with special educational needs.
- appointing a member of staff who has responsibility for coordinating special educational needs provision.
- working closely with this person, the SENDCo.

The SENDCo (Special Educational Needs and Disabilities Co-Ordinator)

The school SENDCo is Sarah Hawley. The SENDCo manages the special needs provision throughout the school by fulfilling the following responsibilities:

- liaising with staff members to identify young people to be further assessed and included on the Special Needs Register and reviewing and updating the register regularly
- in consultation with teachers, preparing, maintaining, evaluating, monitoring the impact of the provision, and reviewing Learning Plan's termly.
- ensuring ongoing discussion with parents as a vital part of this process and of every aspect of special needs provision
- reviewing and updating the Special Needs Policy every year
- administering assessment and diagnostic screening to establish difficulties and/or weaknesses of those learners who are not making adequate progress
- giving general and specific advice to staff members on adapting subject work to meet needs, in the context of Quality First Teaching, QFT. In conjunction with class teachers, planning adapted programmes and assignments for individual young people, instructing Teaching Assistants (TAs) and 1:1 TAs in the carrying out of these assignments, providing them with additional materials if necessary and setting up record-keeping systems.

N.B. Teachers may sometimes decide to work with groups on differentiated assignments while the teaching assistant supervises other groups.

- liaising with professionals (for example, SALT's and counsellors) to carry out direct teaching for groups and individual young people, in-class or in a withdrawal context as appropriate. In-class support is targeted towards enabling young people to have access to the whole curriculum.
- assisting staff development by providing information about and training in current special needs concerns; staying aware of recent with current special needs theory and practice and directing staff towards appropriate courses focusing on special educational needs.
- liaising with appropriate professionals on matters concerning special needs, and with staff on appropriate training opportunities for them.
- advising parents, providing information, arranging for assessments and/or intervention from outside agencies.
- liaising and meeting with outside agencies who are involved in supporting learners and families.
- advising and supporting parents on initiating or making applications for Education and Health Care Plans (EHCPs).
- providing necessary reports and documentation to support such applications
- leading on, and doing the necessary paperwork for, the annual review cycle for EHCP's.
- researching, evaluating, and purchasing appropriate materials to support the learning of learners who have been identified as having a learning need.
- providing parents with drop-in sessions with SENDCo and other professionals to help them understand different SEND diagnoses
- providing support with completing paperwork linked to learners' needs and wider family needs, if applicable.

The Tutors/Teachers

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learner needs.
- Undertaking risk assessments for all activities to ensure the safety and well-being of learners and staff.
- The progress and development of learners.
- Working closely with TAs and other staff to plan and assess the impact of support and interventions and consider how they can be linked to teaching.
- Review each learner's progress and development and advise on any changes to provision.

- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents/ carers regularly to:
 - Set clear outcomes and review progress.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent/ carer, the learner, and the education.
 - Listen to the parents/ carers concerns and their aspirations for the learner.
 - Support learners in using their voice safely and effectively.

The Parents and Learner

We encourage parents to:

- Work closely with the school to develop a partnership that will support their child long term so that they successfully prepare for adulthood.
- Be aware of their child's targets and progress made towards them.
- Attend and taken part in reviews.

Effective planning should help parents, and learners with SEND express their needs, wishes and goals, and should:

- Focus on the learner as an individual, not their SEND label.
- Be easy for learners, and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the learner's strengths and capacities.
- Enable the learner, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual and their family.
- Bring together relevant professionals to discuss and agree together the overall approach to supporting each learner effectively to succeed in education and life.
- Ensure learners can feed into their ECHP reviews and implement innovative strategies to gather this information, e.g., working with a trusted adult outside the formal review so that they feel comfortable sharing their thoughts and feelings, this will ensure the plan is fully informed and accurate.

Admissions Arrangements

Applications for all learners will be considered individually and can be made via an EHCP consultation from The Local Authority or a direct referral from a school or Local Authority, we do not accept parental referrals. As the School is an inclusive, alternative specialist provision, all learners have special educational needs and/or disabilities and most arrive at the school with an EHC plan. Together with the parents, the school will explore ways in which the learner's needs can be met and how the school is able to adjust in response to the learner's needs including the following:

- The school supports integration of learners with special educational needs and/or disabilities and believes this is of benefit to all members of our community. It is, however, important to feel confident that we can provide the necessary support for each young person.
- The decision to offer a place may therefore be dependent on our assessment of the school's ability to meet the learner's needs, be they physical, social, emotional, or academic.
- Such an assessment would be based on the school's resources, reports from outside agencies, including the referring agency and the learner's past school reports. Parents are asked to provide as full a picture as possible so that the school can make an informed decision.
- Opportunities will be provided for a learner to visit the school prior to joining. During the visit, parents will have the opportunity to discuss the learner's learning needs with the SENDCo and to meet with the Principal as appropriate.
- After joining the school, staff will ensure that a new learner can become familiar with the geography and routines of the school. This induction is undertaken with reference to any

additional needs that they have.

- A review of the young person's needs in school will be made, and a meeting called within the first half term between the SENDCo and the young person's parents, at which progress and needs in school will be discussed to tailor provision to the presenting needs.
- A Learning Plan and Pupil Passport will be developed jointly by the SENDCo with reference to information from the learner's parents and information in the EHCP, if there is one in place, in addition to all the information available in school. The Learning Plan will set out appropriate interventions, strategies and any special materials required.

Identification and Assessment

The continuous cycle of planning, teaching and assessment takes account of the wide range of abilities, aptitudes, and interests of learners, and most will learn and progress within these arrangements. Those learners whose overall attainments or attainment in specific areas falls significantly below the expected range may have special educational needs. We also recognise that disengagement or persistently inappropriate behaviour may mask difficulties encountered in learning. The earlier the action is taken, the more responsive the learner is likely to be. Assessment is regarded as a continuous process and not as a single event.

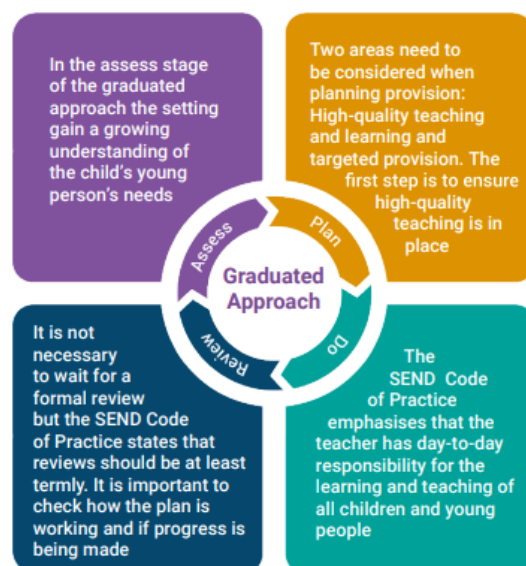
To help identify learners who may have special educational needs, learners' progress is measured with reference to:

- records of their performance monitored by the teacher as part of ongoing observation and assessment.
- their progress against any objectives specified by the school in subject areas, for example in Literacy and Numeracy/ English and maths.
- the outcome of diagnostic and standardised tests used to substantiate teacher assessment and demonstrate learner's achievement, development, and progress.
- observation and assessment administered by the SENDCo.
- information received from outside agencies.

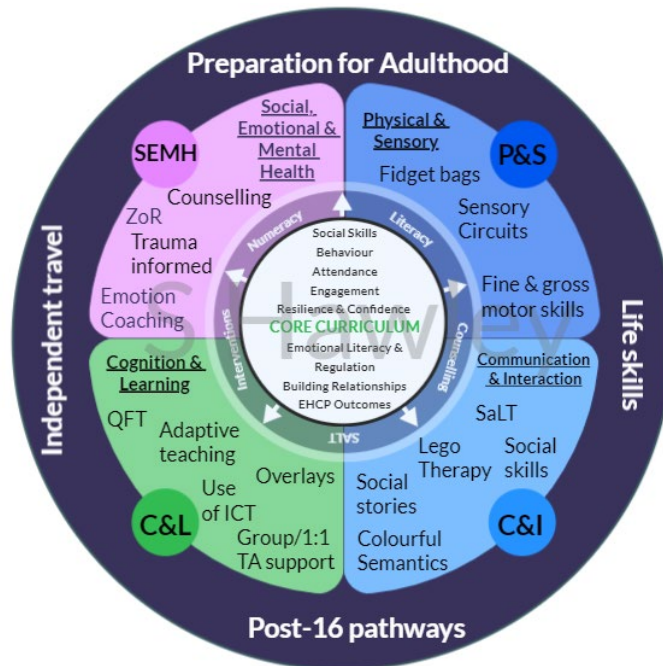
We are also open and responsive to concerns and comments from both parents and learners.

The Graduated Approach

At Break Through School, and as per The Local Offer detailed by our key purchasers, we follow the Graduated Approach to support all learners (EHCP or otherwise) and believe this supports us to implement the most appropriate and effective provision for all learners.



Provision – see Appendix A for further information



Curriculum

Our goal is to remove barriers to education and offer a restorative, trauma-informed approach to building strong and meaningful relationship as we know that these result in positive outcomes. Learners' SEND is taken into consideration when designing the curriculum, alongside EHCPs, Pupil Passports and learning plans, all used to create bespoke lessons for each learner.

Transition

When a learner leaves Break Through School the SENDCo, working in co-operation with the Principal, will assist the parents with this process including contacting the SEND team in the receiving placement. The procedure will be as follows:

- The SEND team of the receiving placement will be invited to meet the learner and their parents, if possible, at Break Through School.
- The learner will be given time to visit the receiving placement.
- The SENDCo and other Break Through School staff will assist as appropriate in any other areas identified to enable a smooth transition (visiting the receiving placement with the learner and completing follow-up visits, where appropriate)

Confidentiality

The school will not disclose any information without the consent of the learner's parents except for disclosure:

- To an SEN and Disability Tribunal.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections.
- To the person with SEND responsibility regarding the learner's application for disabled learners' allowance in advance of taking up a place in higher education.

- To the principal (or equivalent position) of the institution at which the learner is intending to start higher education.

Concerns/Complaints/Further Advice

Any concerns regarding the SEND policy or the provision made for learners with SEND should be addressed in the first instance to the SENDCo. If they are still not satisfied that their concerns are being addressed, they should make an appointment to see the Principal. Any parent who has a complaint regarding the provision made by the school for learners with SEND should use the Parental Concerns Procedure.

Staff Development

We believe in professional training and development and will support it in the following ways:

- drawing on the expertise of current staff members to provide in-school training.
- where possible, giving staff members opportunities for attending relevant courses, subject to cost and staffing commitments.

Evaluation of the Policy

The SENDCo, with the approval of the principal, will review the policy every year, or in the following circumstances:

- Changes in legislation and / or government guidance.
- Because of any other significant change or event.
- If the policy is determined not to be effective.

Consideration will be given to:

- the progress of all learners.
- the progress of learners in meeting the aims set out in their Learning Plan's.
- the implementation of the stages of assessment and intervention.
- the implementation of EHC plans.
- the school self-evaluation and improvement plans.
- family satisfaction regarding the Pupil Passports and Learning Plans of the learner.
- effective communication between staff and parents.

Appendix A

To help learners who have special educational needs and disabilities, Break Through School provides a robust, thought out and broad offering to all:

- Small classes.
- A highly nurturing environment that promotes relationships between learners and adults.
- Specialist SEND friendly curriculum with appropriate resources.
- An ambitious and aspirational qualification programme.
- A physical education programme that includes opportunities for onsite and offsite activities.
- A variety of sensory resources provided to support learners' education.
- A choice of enrichment programmes for all learners to access.
- Access to a wide range of technologies.
- A social skills programme including involvement with the local community.
- A reward system.
- Educational and community visits.

- Preparation for Adulthood (employment, friends, relationships, community, independent living, good health).
- School and independent careers information, advice, and guidance.
- Educational Welfare Officer (EWO) support is provided for learners and families.
- School attendance monitoring and personalised attendance action plans, where required.
- Food technology curriculum.
- Specialised assessment tools to monitor, and support progression towards achieving all EHCP outcomes.
- School SENDCo welfare support for learners and parents.
- Individualised movement/sensory breaks plan, as required.
- Access to daily parental communication including personal 1:1 time with the learner's keyworker and daily reports of learner achievement, on request.
- Opportunities to personally contribute to the completion of information detailing their needs, strategies, and other key information.
- Support from the school's Designated Safeguarding Lead (DSL) and safeguarding stakeholders.
- Hardship and vulnerable families' support.
- Robust, bespoke transitions.
- School meals including all drinks, snacks, breakfast, and lunch are provided every day both on and offsite.
- Access to the Wellbeing Champion.
- Access to the Equity, Diversity, and Inclusion Lead.
- A specialised Health and Safety member of staff.
- Enhanced positive behaviour support strategies.
- Uniform provided, when required.

In addition to this, learners can access, if deemed appropriate, therapeutic support from:

- SaLT (one-off assessments, alongside bespoke 1:1 and small group direct sessions)
- Counsellors