

Special Educational Needs & Disabilities (SEND) Policy

Date Approved: November 2023

Date of Review: November 2024



1. Introduction

Alongside the SEND Information Report, this policy aims to:

- Set out how the Altus School makes provision for children and young people with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of all those involved in supporting the children attending our school.

The Altus School aims to provide a personalised learning experience in an inclusive environment that recognises all members of the community as equals. We work with all of our young people to develop the key skills required to be successful and recognise that those with SEND may need additional support to help develop the resilience, respect and the ability to manage their emotions we strive for all our young people to achieve so that they can be successful in any classroom or wider social environment.

2. Legislation and guidance

Our policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out the management committee responsibilities for pupils with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Definitions

3.1 *Special educational needs* - a pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 *Disability*- pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils 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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Area of need	
<p>Cognition and learning</p>	<p>Pupils 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils 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 pupil becoming withdrawn or isolated. Due to the nature of our school, many of our young people have identified SEMH needs.</p>

Area of need	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils 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 pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

Appendix One details the roles and responsibilities within the SEND team.

4.1 The SENDCO/Strategic SEND lead will:

- Work with the SEND team, the director of alternative provision, and the management committee member responsible for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Oversee Student Action Meetings (SAMs) to ensure that there is a joined up approach to working with children with SEND within the school, drawing staff from pastoral, safeguarding and the SEND team together (see Appendix Two)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Management Committee member responsible for SEND will:

- Help to raise awareness of SEN issues at Management Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Management Committee on this
- Work with the strategic SEND lead to determine the strategic development of the SEN policy and provision in the school

4.3 The Director of Alternative Provision will:

- Work with the SENDCO and Management Committee member responsible for SEND to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach and implementing strategies included in My Plan/ My Plan+
- The progress and development of every student in their class
- Working with the SENDCO and student support team to plan, do and assess the impact of support and interventions and how they can be linked to classroom teaching, providing feedback for annual EHCP reviews as well as reviews of My Plans/My Plans+
- Working with the SENDCO to review students' progress and development and decide on any changes to provision

5. SEND Information Report

The SEND Information Report explains how we meet the needs of children with SEND. It will be published on the Altus School website. In this report, we detail how we meet our duties towards students with special educational needs and disabilities. This report complements this policy.

6. Monitoring arrangements

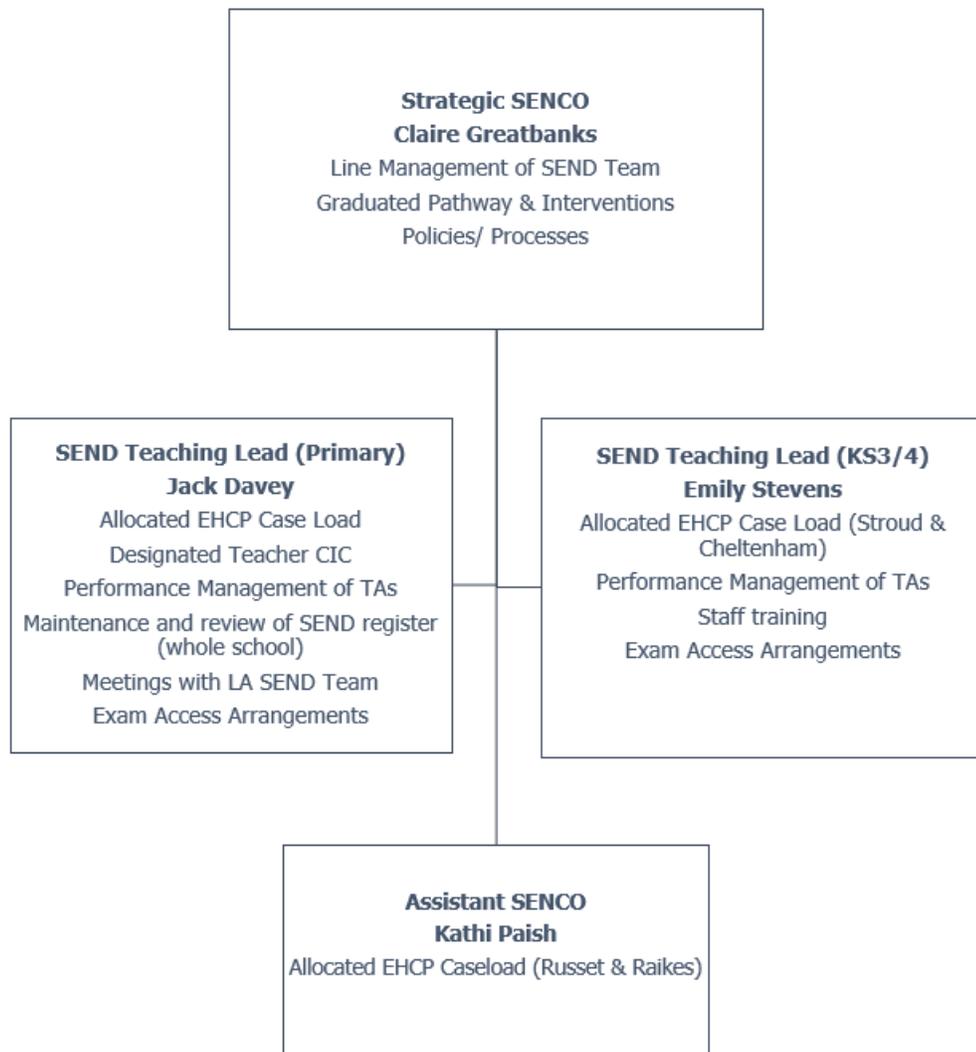
This policy will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Management Committee

7. Links with other policies and documents

This policy links to the following policies:

- SEND Information Report \
- Relationships and Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix One – structure of the Altus School SEND team



Appendix Two – Student Action Meetings (SAMs)

1. Purpose:

- a) To ensure that all children and young people with additional support needs due to:
- Lower than expected levels of attendance
 - Ongoing challenging behaviours
 - High level SEND needs (typically with an EHCP or requiring an EHC assessment)
 - Significant safeguarding concerns
- are regularly reviewed and plans are in place to support improved outcomes for that young person
- b) To develop an internal ‘team around the child’ model to ensure all key adults with a role to support that young person communicate and plan effectively to meet that child’s needs.

2. Frequency

Meetings will take place in each centre on a fortnightly basis.

3. SAM attendees’ roles and responsibilities:

