

**SEND Policy**

|  |  |
| --- | --- |
| Published | May 2023 |
| Next Review | May 2025 |
| Review Frequency | Annually |

**Introduction**

At Adventure in Learning, we believe that every pupil deserves the opportunity to reach their full potential, regardless of any special educational needs or disabilities they may have. We are committed to providing a supportive and inclusive environment where all pupils can thrive and achieve their goals. This policy sets out our approach to identifying and meeting the needs of pupils with special educational needs and disabilities (SEND), in accordance with the latest legislation in the UK.

**Definitions**

The definition of SEND in the Children and Families Act 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

* Have significantly greater difficulty in learning than the majority of others of the same age.
* Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

**Identification and Assessment**

We are committed to identifying and assessing pupils with SEND as early as possible, so that we can provide the necessary support to help them achieve their full potential. Our identification and assessment process involves:

* Regular review of progress and attainment, including analysis of assessment data and feedback from teachers and parents.
* Screening for possible difficulties using appropriate tools and methods.
* Observation and monitoring of behaviour, social and emotional development, and physical development.
* Consultation with parents, external agencies, and the pupil themselves.

If a pupil is identified as having SEND, we will work with parents and external agencies to carry out a comprehensive assessment of their needs, which will inform the development of an appropriate support plan.

**Provision and Support**

We are committed to providing a range of appropriate support and provision to meet the individual needs of pupils with SEND. This may include:

* Differentiated teaching and learning strategies.
* Specialised equipment or resources.
* Access to specialist teaching or interventions.
* In-class support from teaching assistants or other professionals.
* Access arrangements for examinations and assessments.
* Specific interventions or programmes designed to support particular areas of need.

We will work with the mainstream school, parents, pupils, and external agencies to develop and review individual support plans that are tailored to the individual needs of each pupil. These plans will be reviewed regularly to ensure that they remain appropriate and effective.

**Inclusion and Accessibility**

We are committed to creating an inclusive and accessible learning environment that meets the needs of all pupils, regardless of their individual needs or disabilities. Whilst Adventure in Learning is primarily an activity based alternative provision, we will endeavour to make reasonable adjustments to our policies, procedures, and physical environment to ensure that all pupils can participate fully in all aspects of school life. This will involve working with the mainstream school or parents and may include:

* Accessible physical environment, including ramps, lifts, and adapted toilets.
* Provision of alternative formats for communication, such as braille, audio, or large print.
* Inclusive teaching and learning strategies that cater to a range of learning styles and needs.
* Provision of specialist equipment or resources to support pupils with physical or sensory impairments.
* Accessible and appropriate support for pupils with social and emotional difficulties.

**Roles and Responsibilities**

The SEND policy is the responsibility of the Head of Teaching and Learning, who will ensure that it is implemented effectively throughout the school. Teachers and support staff are responsible for identifying and meeting the needs of pupils with SEND in their class, and for delivering differentiated teaching and learning strategies that cater to individual needs.

**Monitoring and Evaluation**

The school recognizes the importance of monitoring and evaluating the effectiveness of its provision for pupils with SEN. We carry out regular reviews to ensure that our policies and procedures are up-to-date, and we monitor the progress and attainment of all pupils with SEN to ensure that they are achieving their full potential.

Working in partnership with the mainstream school SENCO or parents and carers, we will review the progress and attainment of pupils with SEN regularly with class teachers and teaching assistants, and set targets for further improvement where necessary.- We will also work with the mainstream school SENCO and, where necessary, parents and carers to develop and review individual education plans (IEPs) for pupils with SEN. The school will involve pupils in the review process wherever possible and ensure that their views and aspirations are taken into account.

The provision will use a range of assessment tools to monitor the progress of pupils with SEN, including teacher assessments, formative assessments, standardised tests, and external examinations. We will work with the mainstream schools SENCO and use this information to evaluate the effectiveness of our provision for pupils with SEN and make recommendations for further improvement where necessary. Where a pupil is not connected to a mainstream school, we will work with the pupils key worker from the relevant Council or Local Authority

The school will also monitor and evaluate the impact of its provision for pupils with SEN on other pupils, to ensure that they are not disadvantaged. This will include monitoring the progress and attainment of pupils without SEN who are taught in mixed-ability classes, and ensuring that their needs are met through appropriate differentiation and support.

**Complaints Procedure**

If parents or carers have any concerns about the provision made for their child with SEN, they should raise these initially with our teaching staff or mainstream school SENCO. If they are not satisfied with the response, they should raise the matter with the Head of Teaching and Learning at Adventure in Learning. If the matter remains unresolved, parents or carers should follow our complaints procedure, which is set out in the Complaints Policy.

**Training and Development**

The school is committed to ensuring that all staff have the necessary knowledge and skills to meet the needs of pupils with SEN. We will identify training needs and ensure that staff receive appropriate training and development opportunities. The school will also provide opportunities for staff to share good practice and learn from each other.

Where required we will involve parents and carers in the training and development of staff, and will seek their views on how best to support their child with SEN. We will also work with the mainstream school, external agencies, such as the local authority, health services and voluntary organisations, to ensure that staff have access to a wide range of training and development opportunities.

**Conclusion**

Adventure in Learning is committed to providing a high-quality education for all pupils, including those with SEN. We believe that every pupil has the right to achieve their full potential, and we will work tirelessly to ensure that our provision for pupils with SEN is of the highest standard.

Our SEN policy reflects our commitment to meeting the needs of pupils with SEN, and our determination to ensure that they are fully integrated into our organisations life. We recognize the importance of working in partnership with the mainstream school SENCO, parents, carers and external agencies, and we are committed to providing the necessary training and development opportunities for staff to meet the needs of all pupils.

We will continue to monitor and evaluate our provision for pupils with SEN, and use the information gathered to make improvements where necessary. We believe that by working together, we can create an inclusive and supportive learning environment where every pupil can achieve their full potential.