

SEND Policy

Review Date

Last reviewed: August 2024

Next review: August 2025

Reviewed by: Naomi Fearon

1. Definitions of SEND

A child or young person is considered to have Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability that requires special educational support. This includes:

- **Learning Difficulty:** Greater challenges in learning than others of the same age.
- **Disability:** A physical or mental impairment that hinders access to educational facilities.

The SEND Code of Practice (2014) outlines provisions for children with SEND, replacing previous Statements of Special Educational Needs with Education, Health, and Care (EHC) Plans for those with complex needs.

For further details, visit the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](<http://www.education.gov.uk/schools/pupilsupport/SEND>).

2. Mission Statement

At Take 1, we are committed to providing a supportive, inclusive environment where all pupils can thrive. We strive to ensure every student, including those with SEND, has access to a broad and balanced education, both within school and in the wider community.

3. Context

Take 1 is an independent school serving 14-16-year-olds who have been permanently excluded from mainstream education. We cater to a diverse, multicultural community facing social and economic challenges.

4. Principles

Aligned with the SEND Code of Practice, our vision is to recognize every individual as a learner, valuing their unique contributions. We celebrate cultural diversity and believe in the potential of all students to achieve through high-quality teaching and tailored support.

5. Aims and Objectives

Our primary goal is to provide every child with access to the National Curriculum, ensuring inclusion and support for all learners. We aim to:

- Deliver high-quality teaching through regular staff training.
- Foster independent learners prepared for future success.

- Educate pupils with SEND alongside their peers wherever possible.
- Regularly assess progress to provide targeted support, involving parents and external agencies as needed.

Objectives:

- **Early Identification:** Identify SEND needs through collaboration with parents, prior schools, and healthcare services.
- **Continuous Monitoring:** Track progress to ensure pupils with SEND reach their full potential.
- **Whole-School Approach:** Foster a collaborative team effort to support students with SEND.
- **Partnership with Parents:** Engage parents in all stages of their child's education, providing clear communication and support.

6. Identification and Assessment of SEND

We are committed to identifying students with SEND as early as possible by using information from parents, teacher observations, and assessments.

Graduated Approach (4-Part Cycle):

1. **Assess:** Gather detailed information on the pupil's needs through teacher assessments, previous progress, and input from parents.
2. **Plan:** Develop a tailored support plan with clear interventions, goals, and expected outcomes in consultation with parents and the student.
3. **Do:** Implement the plan, with the class teacher overseeing the interventions, supported by the SENCo and teaching assistants.
4. **Review:** Evaluate the effectiveness of interventions, adjusting support as needed. Regular reviews involve parents and students to ensure progress.

7. Coordination of SEND Provision

- **Head Teacher:** Oversees overall SEND provision.
- **SENCo:** Manages day-to-day SEND support and coordinates with staff.
- **Subject Teachers:** Responsible for inclusive teaching with support from leadership.

All staff have access to SEND resources, including individual learning plans, strategies, and progress data through the school's internal system.

8. Admission and Transition

We follow national legislation, including the Equality Act 2010, ensuring no pupil is denied admission based on their SEND status.

Transition Support:

- Graduated transitions are available for students transferring from other schools.
- We collaborate with parents and previous schools to ensure a smooth integration.

9. Working with Parents and External Agencies

We believe in strong partnerships with parents, involving them in planning and reviewing their child's progress. Regular meetings are held to discuss support strategies and interventions.

We also collaborate with external agencies like the Behaviour Support Team, Educational Psychologists, and Child and Adolescent Mental Health Services (CAMHS) to provide comprehensive support.

10. Training and Development

Take 1 is committed to ongoing staff development, providing regular CPD sessions focused on SEND strategies and inclusive teaching practices. We also collaborate with the Local Education Authority (LEA) for additional training and expertise.

11. Monitoring and Evaluation of SEND Provision

To ensure the effectiveness of SEND support, we:

- Conduct regular assessments and track pupil progress.
- Review interventions and their impact on learning.
- Gather feedback from parents, pupils, and staff to inform improvements.

An annual evaluation report is presented to governors, forming the basis for ongoing school development.

12. Accessibility

Our facilities are fully accessible, with wheelchair access and disabled-friendly amenities. We liaise with external professionals to provide additional resources for pupils with specific physical needs.

13. Complaints Procedure

We encourage open communication with parents to resolve any concerns promptly. A formal complaints process is available if issues cannot be resolved informally.