

Philpots Manor School



Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and objectives

Our learners at Philpots Manor School have special educational needs and/or disabilities (SEND). Our school is an independent special day school for Learners with identified social, emotional, and mental health needs and social communication difficulties. Some children have been diagnosed as autistic, and the majority are neurodivergent. All of our Learners have an Education, Health and Care Plan (EHCP).

The majority of our learners have had negative experiences in mainstream school education. Most of them have been out of education (not attending school) for significant periods of time before coming to Philpots Manor School and may have been identified as having Emotional Based School Avoidance.

Many learners have also experienced trauma (Adverse Childhood Experiences – ACEs). Most of our learners have more than one diagnosis. Our children and young people can be understood as vulnerable, disadvantaged, and complex with significant needs, powerful strengths, and aspirations.

OUR PURPOSE

At Philpots Manor School we believe in a holistic approach to learning in a safe, happy and dynamic environment that empowers children and young people to develop their knowledge, skills, creativity, social communication and flexible thinking. Our individualized teaching enables each and every learner to move into adulthood, employment and lifelong learning with confidence.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding Learners with SEND
- Set out how our school will:
- Support and make provision for Learners with special educational needs and disabilities
- Provide Learners with SEND access to all aspects of school life

- Help Learners with SEND fulfil their aspirations and achieve their best
- Help Learners with SEND become confident individuals living fulfilling lives
- Help Learners with SEND make a successful transition into adulthood
- Communicate with Learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for Learners with SEND
- Explain how we communicate with, and involve, Learners with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Communicate to all staff the SEND policy so that it is understood and implemented consistently

2. Vision and values

OUR VISION

To be an excellent school that empowers each and every learner to channel their interests, talents and passions to become independent, educated, skilled and respectful citizens who are equipped to live happy, sociable and fulfilled lives.

OUR MISSION

- To provide quality assured aspirational educational pathways to meet the needs of all learners.
- To equip all learners to develop a personalised set of strategies to help them self-regulate in a range of social situations that they may find challenging.
- To ensure that good emotional health is at the heart of a thoughtful and robust pastoral programme.
- To ensure that leaders, staff and Learners understand and behave as responsible citizens who recognise and celebrate individual and collective achievements in their communities.

OUR VALUES

- Mutual Respect,
- Compassion and Kindness,
- Responsibility,
- Creativity and Innovation,
- Resilience, and
- Integrity.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for Learners 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 Learners 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 School Admissions Code, which sets out the school's obligation to admit all Learners 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.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all Learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all Learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all Learners with SEND are included in all aspects of school life.

5. Definitions

5.1 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.

5.2 Disability

Learners 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 Learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of Learners with SEND are grouped into 4 broad areas. Learners 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 Learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>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 not understand or use the social rules of communication.</p> <p>Learners who are autistic often have needs that fall in this category.</p>
Cognition and learning	<p>Learners with learning difficulties usually learn at a slower pace than their peers. 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 pupil 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 generally 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>

6. Roles and responsibilities

6.1 The SENCO (Special Educational Needs Coordinator)

As an Independent special school we are not required to appoint a SENCO. The role of SENCO at our school is lead by Gina Wagland, Headteacher and the work is distributed among the Senior Leadership Team:

Deputy Head (Debra Richmond),
Head of Academic Curriculum (Emma Williams),
Head of Quality and Systems (Sue Cheshire),
Head of Safeguarding and Therapies (Jane Waites), and
Assistant Head (Tom Dutson)

Who all support the strategic and individualised delivery of provision for our learners. Teachers and Subject coordinators/Leads take on some of the role of a SENCO.

The Senior Leadership Team will:

- Inform any parents that their child may have any previously undiagnosed or further SEN and then liaise with them about the Learner's needs and any provision made
- Work with the headteacher and the Senior Management Team 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 Learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that Learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual Learners
- Advise on the deployment of the school's delegated budget and other resources to meet Learners' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a learner's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and Senior Management Team to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all learners with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Proprietor

The proprietor is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all they can to make sure that every pupil with SEND gets the support they need
- Make sure that learners with SEND engage in the activities of the school
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any learners with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for Learners with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Determine their approach to using their resources to support the progress of Learners with SEND
- Make sure that all Learners from year 8 until year 13 are provided with independent careers advice

6.4 The headteacher

The headteacher will:

- Work with the Senior Management Team to determine the strategic development of the SEND policy and provision within the school
- Work with the Senior Leadership Team to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for Learners with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual Learners
- Make sure that they have enough time to carry out their duties
- Have an overview of the needs of the current cohort of Learners on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- › With the Senior Leadership Team and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Therapists

Philpots Manor School employs the following therapists who work in school:

- › Speech and Language Therapists
- › Occupational Therapists
- › Integrated Arts Psychotherapists.

Therapists will:

- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual learners
- › Be a point of contact for external agencies and work with external agencies to make sure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- › Planning and providing high-quality interventions that are differentiated to meet pupil needs through a graduated approach
- › Work closely with teachers and teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Work with the teaching teams and the senior leadership team to review each learner's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents/carers (where therapists are providing specialist support) to:
 - › Set clear outcomes and review progress towards them
 - › Discuss the activities and support that will help achieve the set outcomes
 - › Identify the responsibilities of the parent, the pupil and the school
 - › Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.5 Subject Coordinators/Leads, Class Teachers, Subject Teachers and Instructors

Each subject coordinator/lead, class teacher, subject teacher and Instructor is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with therapists, teaching assistants and specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the senior leadership team to review each learner's progress and development, and decide 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 towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil will always be given the opportunity to provide information and express their views about the Learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Provided with termly reports and invited to termly meetings to review the provision that is in place for their child and the progress that has been made
- Asked to provide information about the impact of SEN support outside school and any changes in the Learner's needs
- Contacted by the class teacher weekly in order to maintain strong positive communication
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given annual reports on the Learner's progress and achievements
- Invited to contribute to and attend annual review of EHCP provision meetings
- Given completed/summary reports from annual review of EHCP provision

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The Learner's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying learners with further, additional or undiagnosed SEND and assessing their needs

We will assess each learner's current skills and levels of attainment when they start at the school. This will build on information from previous settings and key stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

At Philpots Manor School the Senior Leadership Team monitor and evaluate our learners' behaviour, attendance and safety on a weekly basis. This means that we can identify any changes quickly and identify patterns that are emerging. These may indicate an unmet need and we will communicate with parents/carers and colleagues to try to understand whether the behaviour is related to SEND either previously diagnosed or otherwise.

Subject Coordinators/Leads, Class teachers, Subject Teachers, Instructors and specialist therapists will regularly assess the progress of all learners against their Individual Support Plan targets as well as academic goals.

When teachers identify an area where a pupil is making less than expected progress, they will adapt their teaching and may also request a focus meeting for the learner with the Head of Academic Curriculum or Head of Vocational and Equine Curriculum. Where necessary they will, in consultation with the Learner's parents or carers, consult a specialist.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for learners whose first language is not English.

When a pupil joins the school they will already have been through our admissions process which means that we will already have the relevant information to support them as early as possible. Where information is missing we will endeavour to find reports from professionals which will support our planning and delivery of provision for learners.

8.2 Consulting and involving Learners and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

We will have early discussions with the learner and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

8.3 The graduated approach to SEN support

We use an Individual Support Plan (ISP) to remove barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The Learner's class teacher, English Coordinator, Maths Coordinator, Senior Leader and therapists will carry out a clear analysis of the learner's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the Learner's need. For many Learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

A learner Profile will be drafted when the Learner starts our admission process. The Learner Profile is completed by the end of the taster days and is used to inform provision from the first day at school.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the senior leader will set an annual target for each of the four areas of need and plan adjustments, interventions and support that will be put into place, the expected outcomes, and a clear date for termly and annual review. The annual target will then be broken down into 3 termly targets.

All staff who work with the pupil will be made aware of the Learner's Individual Support Plan, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in a learner file in class, a file in the staffroom and on Sharepoint.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The Learner's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The senior leadership team will support the teacher in further assessing the Learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the Learner's progress will be reviewed at the end of each term. Annually there will be a multi-disciplinary team meeting where all staff who work with the young person can comment on progress and contribute to planning the targets for the year ahead.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and Learners
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff, therapists, wellbeing team and senior leaders who work with the pupil

The teacher and the senior leadership team will revise the outcomes and support in light of the Learner's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

At Philpots Manor School all learners have an EHCP and we provide what is required in the EHCP.

We deliver our provision based on a framework - the Balanced System® model (Gascoigne, 2008-2015[1]). This approach aligns with what is recommended by the Bercow Report (2008) and The Better Communication Research Programme (2012). We use the following terminology to understand what interventions learners are provided with at 3 levels:

- Universal
- Targeted and
- Specialist

Universal Support

The universal provision is what is normally available to all learners and has a focus on creating a therapeutic environment. All staff are aware of up-to-date practices with SEND through staff training and continuing professional development. Quality First teaching is the first step in responding to learners who have SEND. Teachers are responsible for and accountable for the progress of learners in their class.

We use a therapeutic classroom checklist to ensure that our environment is designed to support all children and young people (e.g. promoting communication friendly environments). The universal level of provision empowers parents/carers, other professionals and education staff to facilitate support for all learners. Provision at this level includes specialist training such as Sensory Toolkit Training, Comic Strip Conversations, Zones of Regulation, Developing Vocabulary, small class groups, trauma informed practice, advice and guidance from in-house experts and experienced colleagues to support education and health needs.

Targeted Support

Targeted interventions are those that will be provided in partnership with others. Therapists will model therapeutic approaches and interventions and train others to implement the therapy programs. These are written up as Individual Support Plans.

Targeted interventions include those which have been established with the help of the therapist, wellbeing team, or senior leader and become self-sustaining or require monitoring by the therapist, wellbeing team or senior leader. Provision at this level includes specific training and advice, assessment and intervention to train those implementing therapy programmes (e.g. parents and school staff) and setting targets for educational settings.

Specialist Support

Specialist support is for children and young people whose needs cannot be met through universal and targeted provisions. At this level the therapist will provide direct and/or individualised treatments.

Specialist therapy provision addresses the needs of those children who have a defined clinical need and where the therapist's expertise together with the agent of change (e.g. a parent and or teacher/key worker) will make a significant contribution to the child's development. These interventions will be timetabled, monitored and contribute to the delivery of an individually tailored programme. Not all children with complex special educational needs require specialist therapy intervention and this is determined by their clinical need in accordance with evidence-based practice. Individual specialist therapy may be time-bound or on-going and is provided under the guidance and direction of professional therapists as well as provided directly by therapists. Provision at this level includes EHCP assessment and advice, episodes of care of highly specific interventions and specialist packages.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Tracking learners' progress against ISP targets as individuals, as a whole school and by SEND
- Tracking learners' progress against academic/curriculum targets as individuals, as a whole school and by SEND
- Using learner questionnaires
- Monitoring by the senior leadership team and senior management team
- Holding annual EHCP reviews
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many Learners with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these Learners is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting Learners who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that Learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer Learners with SEND, and the support we provide to help Learners overcome any communication barriers they face, see our child protection and safeguarding policy.

11. Expertise and training of staff

Our staff have a depth and breadth of expertise and training.

The following are key staff and their qualifications:

Role	Name	Qualifications
Headteacher	Gina Wagland	Degree: BA (Hons) 2:1 Psychology PGCE Primary 2004 National Professional Qualification for Headteachers Diploma in Trauma Informed Practice Postgraduate Diploma in Humanistic Psychotherapeutic Counselling
Deputy Head/Head of Vocational and Equine Curriculum	Debra Richmond	BSc Equine Management, MSc Equine Science, PGCE
Head of Academic Curriculum	Emma Williams	Diploma in Teaching in the Lifelong Learning Sector Level 3 Certificate in Assessing

		<p>Candidates Using a Range of Methods</p> <p>Level 3 in Early Years Care and Education</p> <p>Certificate in Understanding Children & Young People's Mental Health</p> <p>Certificate in Delivering Blended and Remote Education</p>
Head of Therapies and Safeguarding	Jane Waites	<p>BA hons in Special Education 2:1 2017</p> <p>MA in Social Work 2019</p>
Assistant Head, Careers and Transitions Lead	Tom Dutson	<p>BA (Hons) 2:1 Adventure Education 2008</p> <p>PGCE in Post Compulsory Education 2012</p>
Head of Quality & Systems	Sue Cheshire	<p>BA Hons English and Movement Studies</p> <p>PGCE Physical Education and SEN</p> <p>MBA: Public Services Management</p>
Occupational Therapist	Sally Jones	<p>Occupational Therapy PG Dip</p> <p>PG Certificate in Ayres Sensory Integration (CASI)</p> <p>Early Years Childcare Level 3</p>
School Nurse	Stephanie Fisher	DipHe Adult Nursing
Speech and Language Therapist	Mandy Street	Postgraduate Diploma in Speech and Language Therapy
Speech and Language Therapist		
Art Psychotherapist	Lucy Wasp	Masters in Drama Therapy
Art Psychotherapist	Clare O'Leary	Masters in Art Psychotherapy
SEMH Lead	Clare Sharpe	<p>Level 5 Diploma in Leadership and Management for Residential Care</p> <p>Level 2 Certificate in Counselling Skills</p> <p>Youth Mental Health First Aider</p>
SEMH Lead	Gail Elson	Registered General Nurse

		Postgraduate Certificate in Humanistic Psychotherapy Counselling Post Graduate Certified in Teaching Art and Design
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Training is provided to teaching and support staff through a planned programme of weekly activities. The headteacher, the Human Resources Manager, and the senior leadership team continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won’t be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Educational psychologists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Admission arrangements for Learners with SEN or a disability are in our admissions policy.

Accessibility arrangements are in our accessibility policy.

14. Complaints about SEND provision

Where parents/carers have concerns about our school’s SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school’s complaints policy. [Complaints-Policy-.pdf](#)

If the parent or carer is not satisfied with the school’s response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff’s awareness of Learners with SEND at the start of the autumn term
- Learners’ progress and attainment

- Whether Learners with SEND feel safe, valued and included in the school community
- Comments and feedback from Learners and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the headteacher **every year**. It will also be updated when any new legislation, requirements, or changes in procedure occur during the year.

It will be approved by the senior management team.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- Accessibility plan
- Relationships and Behaviour policy
- Equality information and objectives
- Supporting Learners with medical conditions policy
- Attendance policy
- Child Protection and Safeguarding policy
- Complaints policy