



David Rees Holistic Learning Ltd SEND Policy

Policy written: October 2022

**Policy Reviewed: February 2024 K Darlington
April 2025 H Colson**

Next Policy Review Date: April 2026

David Rees Holistic Learning Ltd SEND Policy

David Rees Holistic Learning Ltd is an alternative provision that aims to provide a unique and bespoke education experience for young people across all key stages, with a variety of additional needs. Our setting aims to contribute holistically to the development and wellbeing of all our students by removing barriers to learning through individualised programs of study and meeting specific learning needs. All our young people are valued, respected and encouraged to contribute to their learning experiences in a positive and mindful manner.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015) and has been written with reference to the following guidance documents:

- Part 3 of the Children and Families Act 2014 and associated regulations and applies to England
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015



- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- Articles 12 and 13 of the United Nations Convention on the Rights of the Child
- Equality Act 2010

Definition of Special Educational Needs and Disabilities

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. This includes additional or different support to that of other students. These additional needs can be categorised in four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Roles and Responsibilities

At David Rees Holistic Learning Ltd there is a dedicated SENDCO who will analyse the attainment data of each individual child and working alongside the Hub Co-ordinator will use the young person's Education and Health Care Plan outcomes to develop a programme that best suits the needs of the student. This enables David Rees Holistic Learning Ltd to develop and design a bespoke programme of study allowing the opportunity for development and progression.

Practice and Procedures

Whilst it is the responsibility of all teachers to meet the needs of students with Additional Educational Needs (AEN) at David Rees Holistic Learning Ltd, there are also many opportunities when specific one-to-one interventions will take place



through our SENCO referral system as well as student self-referral and parent recommendations.

Performance and Progress Management

The effectiveness of the SEND policy- Educational Needs will be monitored and reviewed through:

Half termly reviews of Provision Maps/ My Plans and progress made towards EHCP targets

Portfolio of progress (in development)

Informal reviews and contact with students/staff and parents

A Graduated Approach to SEND Support

David Rees Holistic Learning Ltd Follows the guidance as set out in Gloucestershire County Council's graduated response which states that:

“Since 2014, we have had the Graduated Pathway of support for children and young people with SEND. This development was in response to the SEND reforms resulting from the Children and Families Act (2014) and the SEND Code of Practice (2015) and provides graduated responses to support children with SEND from the moment needs are identified. Alongside the SEND Graduated Pathway we have continued to use CAF as an early help assessment and plan for all other children with additional needs, but following extensive consultation, it has been agreed that from September 2016 there will be one pathway of graduated Early Help and Support for children, young people and their families. Building on the strengths of the SEND Graduated Pathway, the Graduated Pathway of Early Help and Support provides an integrated and holistic framework to support all children and young people with additional needs and their families.”

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/gloucestershires-send-graduated-pathway/>

How will the programme be matched to each child's needs?

Hub staff will plan individualised sessions centred around the outcomes outlined in section E of the young person's EHCP. Staff will differentiate tasks to ensure the possibility of progress for every student in the session. When a student has been identified as needing 1:1 support the delivery and the learning environment will be further adapted by the session leader to reduce barriers to learning and enable the student to access the learning more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists. In addition, if it is



considered appropriate, students may be provided with specialised equipment or resources such as ICT, reading pens and/or additional adult help. Teaching staff will make a record of the student's usual way of working in the classroom such as the use of any resources, a scribe, a reader or specialised equipment for support which enables the student to access the learning as this evidence will be required when applying for access arrangements for external examinations at KS4.

How will parents/carers know how their child is doing?

Attainment towards the identified outcomes will be shared with parents through regular feedback on Google Classroom and direct reporting at the end of each term. Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the individual teachers or a member of the coordinator team, which includes the SENDCo at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success.

Working with External Agencies and Referral Processes

- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Access arrangements for external examinations will be applied for, in line with the individual student's usual way of working and JCQ guidelines.

If a student requires additional support each individual student will be monitored and assessed through the Assess, Plan, Do and Review system.

Assess: Data on the student held by the referring school will be collated by the SENDCO to make an accurate assessment of the student's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes. If a student has an EHCP this will also be used to determine the individual's needs.

Plan: if review of the action taken indicates that additional or alternative support will be required, then the views of all involved including the parents/carers and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the teacher/mentor with advice from the SENDCo.

Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets taken from the EHCP (this may include for young people, targets around preparing for adulthood) that consider parents'/carers' aspirations for their child. Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.



Review: progress towards these outcomes will be tracked and reviewed regularly and reported to parents/stakeholders termly.

What this means for David Rees Holistic Learning Ltd attendees and all Stakeholders.

As a child or young person, this means that the people working with you will help you when you need it and will not just look at one area of your life but consider everything which could be causing you difficulty.

As a parent, this means that David Rees Holistic Learning Ltd will work with you, alongside agencies and will consider all aspects of your child or young person's life that may be having an impact on their progress, development and wellbeing.

As agencies, this means that you can streamline your paperwork and processes to reduce unnecessary duplication and effort. As practitioners, this means that there is one pathway to follow when you identify a child or young person with additional needs, including SEND.

Safeguarding SEND students at David Rees Holistic Learning Ltd

At David Rees Holistic Learning Ltd we recognise that children with special educational needs and disabilities can face additional safeguarding challenges, and these are discussed in staff inset training and daily staff meetings as well as specially convened safeguarding meetings when necessary.

Additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- Children with SEND being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

In these occasions individuals will receive an alternative package of wellbeing/pastoral support to assist them moving forward.



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