Our Rock Academy

SEN Policy

"A nurturing, ambitious and inclusive school where every child feels known, valued and connected."

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Resilience, Ownership, Creativity and Kindness

Policy Statement

At Our Rock Academy, we are committed to providing an inclusive, supportive and ambitious learning environment in which all pupils can achieve their full potential. We recognise that every child and young person is unique and that pupils with SEND may require tailored provision and reasonable adjustments as well as specialist support to access education and participate fully in school life.

Aims of this policy

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability.
- Explain the roles and responsibilities of everyone involved in providing an inclusive education for pupils with SEND.

At Our Rock Academy, we recognise that every pupil is unique and has individual learning needs. While all pupils benefit from support, some require additional assistance to help them succeed. To enable every pupil to reach their full potential, we are committed to identifying these needs and providing appropriate support. Our Rock Academy strives to create an inclusive and nurturing environment where pupils have access to a variety of strategies and resources tailored to their needs, ensuring meaningful participation in a broad, balanced and enriching curriculum.

In particular, we aim to:

- To foster confidence, independence and a positive attitude towards learning.
- To enable every pupil to achieve success and reach their full potential.
- To ensure all pupils receive appropriate educational support through a broad, balanced, relevant and progressive curriculum.
- To provide equal opportunities for all pupils to participate fully in every aspect of school life.
- To identify, assess, monitor and regularly review each pupil’s progress and individual needs.
- To work in partnership with parents, carers, external professionals and support services to ensure the best possible outcomes for pupils.
- To ensure that all staff and governors understand, implement and uphold their responsibilities in supporting pupils with Special Educational Needs and Disabilities (SEND).

Definitions

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to support their learning and development.

A pupil may be identified as having SEND if they:

- Experience significantly greater difficulty in learning than the majority of pupils of the same age; or
- Have a disability that prevents or hinders them from accessing the educational facilities and opportunities generally available to pupils of the same age in mainstream schools.

Special educational provision refers to educational or training support that is additional to, or different from, the provision ordinarily available to pupils of the same age in mainstream educational settings.

Pupils may join Our Rock Academy with an Education, Health and Care Plan (EHCP) or, for a privately funded placement, with equivalent professional information that enables the school to assess and plan for their needs. This includes additional educational support, smaller class sizes, and, where appropriate, access to specialist therapies and targeted interventions. Most pupils have a diagnosis of Autism Spectrum Condition (ASC), and many present with additional needs, including Attention Deficit Hyperactivity Disorder (ADHD), Global Developmental Delay (GDD), and speech, language and communication needs.

Legislation and Guidance

This policy and information report is based on the statutory *Special Educational Needs and Disability code of practice: 0 to 25 years* (DfE/DoH:2015), *Schools: guide to the 0 to 25 SEND code of practice* (DfE:2014) and *Research and Analysis Supporting SEND* (Gov.UK:May 2021) 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 schools' responsibilities for education, health and care (EHC) plans, SEN co ordinators (SENCOs) and the SEND information report.

Roles and Responsibilities

The Headteacher, Deputy headteacher/SENCo, extended Senior Leadership Team (SLT) and every member of staff employed by Our Rock, undertakes the Special Educational needs responsibilities in their post.

The Headteacher and the Deputy Headteacher/SENCo

The Headteacher, Deputy Headteacher/SENCo have responsibility for:

- Providing strategic leadership and overseeing all aspects of the school's operation, including the effective provision and support for pupils with Special Educational Needs and Disabilities (SEND).
- Ensuring that the Board of Directors is kept fully informed of SEND developments, statutory requirements and the effectiveness of provision across the school.
- Monitoring, evaluating and reporting on the implementation of the SEND Policy, as well as assessing the impact of inclusive practices on pupil outcomes and the wider school community.
- Ensuring high-quality teaching, learning and support for pupils with SEND, and monitoring their progress to promote positive educational, social and personal outcomes.
- Ensuring that all teaching and support staff receive appropriate training, guidance and ongoing professional development to effectively support pupils with SEND and promote an inclusive learning environment throughout the school.

Class teachers

All teachers are responsible and accountable for the progress and development of our pupils as well as the well-being of every pupil in their class, including those with Special Educational Needs and Disabilities (SEND). Staff recognise that pupils' needs may vary across different learning environments and activities and are committed to providing high-quality, inclusive teaching that enables all pupils to achieve their full potential.

All staff are responsible for:

- Implementing and supporting the day-to-day operation of the SEND Policy and associated procedures.
- Ensuring a consistent and inclusive, pupil-centred approach to meeting the needs of pupils with SEND.

- Working collaboratively with colleagues and providing or seeking advice to support pupils' access to learning and participation in school life.
- Contributing to the assessment, observation and identification of pupils' individual learning needs and barriers to achievement.
- Planning and delivering appropriate learning interventions and targets that reflect pupils' individual needs, while making effective use of available resources and support.
- Building positive partnerships with parents and carers, ensuring they are informed and given opportunities to be actively engaged in supporting their child's education and development.
- Liaising with external professionals and agencies, where appropriate, to ensure coordinated and effective support for pupils.
- Maintaining accurate records and contributing to the monitoring and review of pupil progress and outcomes, including appropriateness of provision.
- Using assessment information effectively to evaluate pupil progress, identifying emerging needs and informing future planning.
- Participating in relevant professional development and training to enhance knowledge and skills and understanding of SEND and inclusive practice.
- Sharing expertise and contributing to the ongoing professional development of colleagues where appropriate.
- Working closely with teaching assistants and specialist staff to plan, deliver and evaluate support and interventions, ensuring these are effectively linked to classroom teaching.
- Supporting the effective deployment and management of learning support staff in collaboration with the Head and Deputy Headteacher, including overseeing provision within their designated key stages, year groups and/or areas of responsibility.
- Developing a thorough understanding of each pupil's strengths and interests as well as their needs and aspirations in order to provide personalised support and promote positive outcomes.
- Maintaining a pupil-centred approach to SEND provision. Our small class sizes, with a maximum of 5 pupils, enable staff to build strong relationships with pupils, gain a deep understanding of their individual needs and provide highly personalised support that enhances engagement, well-being and achievement.

Learning support assistants (LSA) /Teaching Assistants and Senior learning support assistant (SLSA)

LSAs and SLSAs are responsible for:

Support staff are responsible for:

- Working collaboratively with teaching and non-teaching staff, families, carers, therapists, external agencies and any other professionals to support pupils' learning, well-being and personal development.
- Supporting the work of teachers and senior leaders in meeting the individual needs of pupils and contributing to the effective delivery of educational provision.
- Delivering agreed learning activities and interventions under the direction and supervision of teaching staff, helping to ensure continuity and consistency in learning.
- Applying specialist knowledge, skills and training to support pupils' educational, social, emotional and communication needs.
- Contributing to the planning, delivery and evaluation of learning activities, ensuring accurate and timely feedback is provided to teaching staff.
- Creating and maintaining a safe and stimulating learning environment that is adapted to meet the diverse needs of pupils and is organised to do so.
- Implementing behaviour support strategies in accordance with the school's behaviour policy and procedures and any other relevant policy, helping to promote a positive and respectful learning environment that is purposeful.
- Providing consistent support to pupils while recognising and responding appropriately to their individual strengths, needs and circumstances.
- Encouraging independence, resilience and self-confidence by promoting strategies that develop pupils' self-reliance and personal responsibility.
- Supporting pupils during periods of heightened anxiety and distress or crisis in line with agreed support plans, risk assessments and school policies and procedures.
- Assisting in the implementation of individual care plans, health/medical plans and therapeutic programmes to ensure pupils' physical, emotional and educational needs are met effectively.

Governing Body

The Governing Body will ensure that:

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1. Provision for pupils with Special Educational Needs and Disabilities (SEND) is a key priority within the School Improvement Plan and wider strategic development of the school.
2. Appropriate and effective provision is made for all pupils with SEND, ensuring that their individual needs are identified and met.
3. The school has sufficient resources, policies and systems in place to support high-quality SEND provision and inclusive educational practices.
4. Parents and carers are kept informed about the implementation and effectiveness of the school's SEND Policy and related procedures.
5. The school complies with its statutory duties and has due regard to the SEND Code of Practice (2015) and all relevant legislation and guidance.
6. They receive regular updates on SEND provision, pupil outcomes, and emerging issues, enabling them to effectively monitor, challenge, and support the school's SEND strategy and self-evaluation processes.
7. The effectiveness of SEND provision is regularly reviewed to ensure that pupils achieve positive educational, social, and personal outcomes.

SEND Information Report

The Types of Special Educational Needs and Disabilities (SEND) We Support

Our Rock Academy is a specialist provision for pupils whose needs can be met through the school's offer, whether they have an EHCP or are admitted through a privately funded placement supported by equivalent professional information. All pupils attending the school require additional support to access learning and achieve positive educational, social, and personal outcomes.

The primary areas of need supported by the school are identified within the four broad areas of need outlined in the SEND Code of Practice (2015):

- **Communication and Interaction** – including Autism Spectrum Condition (ASC), speech, language and communication needs (SLCN) and social communication difficulties.
- **Cognition and Learning** – including specific learning difficulties such as dyslexia, dyspraxia, dyscalculia and other learning differences that impact progress and attainment.
- **Social, Emotional and Mental Health (SEMH)** – including Attention Deficit Hyperactivity Disorder (ADHD), difficulties with emotional regulation, anxiety and other needs that may affect engagement, behaviour and well-being.

- **Sensory and/or Physical Needs** – including sensory processing differences, visual impairments (where accessibility is not a barrier), hearing impairments, physical disabilities and medical conditions that require additional support or adaptations.

Many of our pupils present with needs across more than one area and may require a combination of educational, therapeutic, social, emotional, sensory and pastoral support. Provision is therefore tailored to each pupil's individual strengths, needs, outcomes, and aspirations as identified through their EHCP, where they have one, or through the assessments and professional information gathered for their placement.

Consulting and involving pupils and parents

Pupils with an EHCP and pupils applying for a privately funded place follow the assessment process set out in the Admissions Policy, including a minimum of two trial days.

The Education Health Care Plan (EHCP) and/or information gathered through the admissions assessment, together with conversations with the pupil, their parents and other professionals make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We consider the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Reading of previous reports and existing plans is used to meet the child/young person’s needs
- Observe and assess the pupil’s needs during the initial placement period, with a formal review after three months.
- Arrangements for additional transition visits to the new setting are made if required.

All parents of pupils at the school are invited to discuss the progress of their children at parents’ evenings and receive written reports twice a year. In addition, we are happy to arrange meetings outside these times. If required, the Pastoral and Academic Lead, tutor, teacher or member of SLT will maintain contact with parents to discuss any ongoing progress issues.

In addition to this, parents will be invited to attend and contribute to an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made available to parents.

Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data • The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Each review of the EHCP will be informed by the views of the pupil, parents, form tutor and the assessment information from teachers and support staff which will show whether expected progress is being made.

The Annual Review of the provision made for each child will enable an evaluation of the effectiveness of the special provision to be made. The success of the school's SEND policy and provision is evaluated through school self-evaluation.

The Gov.UK document *Research and analysis supporting SEND* notes that *"[R]esearch raises questions about what 'success' looks like in terms of supporting children with SEND in mainstream schools."* [p.7.] As a special school, the school recognises that 'success' is an individual and different benchmark for each pupil. The school is pursuing a vision of providing "outstanding outcomes for all" and part of this vision and mission is to ensure the best possible version of 'success' for each individual pupil, as well as for parents and carers – whose image of 'success' may vary from that of the school and, may therefore, need to be arrived at through dialogue. The school has a number of staff who have parts of their roles specifically dedicated to curriculum design and implementation – and part of this brief is to ensure the achievement of "outstanding outcomes for all."

Supporting pupils moving between phases and preparing for adulthood

We will share information with the college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Times of transition can be exciting and positive, but some children and young people may need extra support. Children and young people with SEND and other potentially vulnerable groups may find some transitions more challenging than their peers do. Children, young people and their families may need additional support during transitions.

We all have a responsibility to work together with children and young people and their families in order to support and encourage preparing for adulthood ambitions. With the right support, the great majority of children and young people with SEND can find work, be supported to live independently and participate in their community. At the School, we encourage these ambitions right from the start. These ambitions should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them. (SEND Code of Practice – Chapter 8).

These principles underpin all types of educational transition for children and young people with SEND. They apply at any transition point.

Each pupil at the school has a pupil Profile. This is a working document and provides an introduction to teachers, supply staff and/or new staff and is a valuable tool to use and update throughout any transition process and helps to ensure that:

- The school has good communication across any relevant agencies involved with a pupil
- In line with UK GDPR guidance and good practice for schools, we share information with all relevant agencies working with the child or young person
- The school contacts all relevant services as early as possible to identify and plan for an individual's needs e.g. specialist equipment needs, physical adaptations to buildings, communication needs
- The school provides good communication and a consistent approach between home and educational setting, e.g.: through providing parent- and pupil-friendly transition booklets
- Providing opportunities for parents/carers to express any concerns or to give any updates on any relevant developments at home.

When pupils move to new settings/move on, the school:

- Addresses any concerns and build on aspirations and enthusiasm

- Encourages them to visit the next setting to get to know the physical environment, experience the curriculum and meet staff and peers
- Supports them with appropriate tools: such as a booklet ‘My New Setting’ and prompt cards, including photographs, which can be especially important if the move is after the long summer holiday
- Checks whether there is any film or video of the new setting that can be shared 5.5 Working in partnership with parents/carers

The class teacher is available to discuss pupil progress, or any concerns parents/carers may have and to share information about what is working well at home and at school, so that similar strategies can be used. This can be done in a formal or informal manner.

All information from outside professionals will be discussed with parents/carers. Parents/carers may meet with the person directly involved, or where this is not possible, be provided with a written report.

- Individual Provision Plans will be reviewed with parent/carer involvement each term • Home learning will be adjusted as needed to each child’s individual needs • A home/School contact book may be used to support communication with parents/carers, when this has been agreed to be useful.

Teaching staff are also happy to:

- Reduce parent/carer stress by providing clear information about the transition process and suggesting useful strategies, for example: countdown calendars and run up to starting at the new school; practising the journey to school
- Build parent/carer confidence by arranging visits to the next setting showcasing their good practice and establishing links with a contact person at the receiving school
- Support parents in devising questions for the receiving setting.

Working in partnership with other agencies that are supporting the child/young person

The school:

- Starts planning for transition as early as possible - for example: working closely with relevant therapists to ensure specialist equipment will be available in the new setting from day one
- Establishes an up to date, holistic profile for each child which includes information such as communication needs and curriculum need (e.g. communication passport).

Sharing information with receiving settings in good time
The school:

- Ensures all individual targets, provision and progress information is shared and transferred to the receiving setting
- Shares good practice
- Plans the transition into post-16 education, training or other suitable provision.

For pupils with an EHCP, the school will contribute to the local authority's annual review, including the pupil's and family's views and aspirations. For pupils without an EHCP, the school will review their provision and progress with them and their family.

At the School, we believe that high aspirations are crucial to success. Our focus is on the child or young person's strengths and capabilities and the outcomes they want to achieve. Children and young people's aspirations and needs will not only vary according to individual circumstances but will change over time as they get older and approach adult life.

Considering the right post-16 option is part of this planning. High aspirations about employment, independent living and community participation are developed through the curriculum and extra-curricular provision. We seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children and young people understand what is available to them as they get older, and what it is possible for them to achieve.

From year 9 onwards the school focuses on:

- Making sure that pupils have access to careers advice and information which provides high expectations and a range of options
- Ensuring that pupils and their parents/carers know the type of support available and how this will change over time
- Ensuring that this support is available at each stage of transition
- Developing an individual's ability to identify and manage their own SEND and to convey how people can best support them
- Supporting young people to: Make choices for post-16, Identify the skills they will need post-16 and agree ways to develop them, e.g.: ability to travel independently, increased independent learning skills, ability to navigate a large campus.

Our approach to teaching pupils with SEND

Alongside the Headteacher and Deputy headteacher, teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The following interventions will be provided on-site:

- Speech and Language therapy sessions
- Occupational therapy sessions
- Reading Interventions
- Literacy and Numeracy Interventions
- Therapeutic Zones of Regulation or other relevant regulation programmes
- Mental health and Wellbeing

Adaptations to the curriculum and learning environment

To ensure that all pupils can access learning and achieve success, we:

- Deliver a differentiated and personalised curriculum that is adapted to meet individual needs through tailored teaching approaches, individualised support, including modified content and bespoke timetables where appropriate.
- Provide flexible staffing, universal and targeted interventions and appropriate resources to support pupils' learning, communication, sensory and wellbeing needs.
- Utilise a range of specialist strategies, equipment, including assistive technologies; laptops, visual supports, coloured overlays, adapted texts and other recommended aids to enhance access to learning.
- Adapt teaching practices to support diverse learning profiles, including providing additional processing time, pre-teaching key vocabulary and concepts, using clear and structured communication and presenting information through a variety of accessible formats.
- Create an inclusive, autism-friendly and dyslexia-friendly learning environment that promotes engagement, independence, confidence and positive outcomes for all pupils.
- Provide a calm and quiet space for regulation and restorative work, wellbeing check ins and sensory support.

Additional support for learning

- Senior/Learning Support Assistants will support pupils on a 1:1 basis as stated on their EHCP and receipt of banded funding facilitates this.
- Base-level funding allows for: 6 Pupils per form group, one Teacher and one Learning Support Assistant. Senior Learning Support Assistants come at an additional cost.

Senior/Learning Support Assistants will support pupils in small groups when required.

English as an Additional Language (EAL)

English as an Additional Language (EAL) refers to pupils whose first language is not English. EAL is not regarded as a special educational need (SEND), although some pupils may have both EAL and SEND and require support for each independently.

Our Rock Academy welcomes enquiries from families of pupils with EAL and will be considered on an individual basis.

Prior to offering a place, the school will:

- Gather information about the pupil's spoken and written English, previous education and language background.
- Assess whether the pupil can access the curriculum with the level of support currently available.
- Consider whether admission is in the best interests of both the pupil and the school community.

A place will only be offered where the school is satisfied that it can provide an appropriate education and that the pupil is likely to access the curriculum successfully.

Where a pupil with EAL is admitted, reasonable strategies may include:

- Clear and differentiated classroom instruction.
- Visual supports and key vocabulary resources.
- Opportunities to develop English through everyday learning.
- Regular monitoring of progress and communication with parents/carers.

The school will review its EAL provision as it develops and may expand the support available in line with staffing, resources and expertise.

Expertise and training of staff

All teaching and support staff complete mandatory statutory training and engage in ongoing professional development to ensure they have the knowledge and skills required to meet the diverse needs of our pupils.

In addition to statutory requirements, staff access a programme of specialist SEND training throughout the academic year. This may include:

- Autism awareness and autism-informed practice
- Dyslexia awareness and support strategies
- The Zones of Regulation approach
- Phonics and literacy intervention programmes
- Communication and interaction strategies
- Behaviour support and emotional regulation approaches
- Safeguarding and mental health awareness

Senior Learning Support Assistants and other support staff receive targeted training to enable them to deliver high-quality interventions and personalised support programmes under the guidance of teaching staff and specialists.

The school also works with qualified and experienced professionals to provide specialist support, including:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Emotional wellbeing and therapeutic support programmes
- Additional specialist services, where required, to meet the needs identified within pupils' Education, Health and Care (EHC) Plans

This commitment to continuous professional development ensures that staff are equipped to provide effective, evidence-informed support that promotes positive outcomes for all pupils.

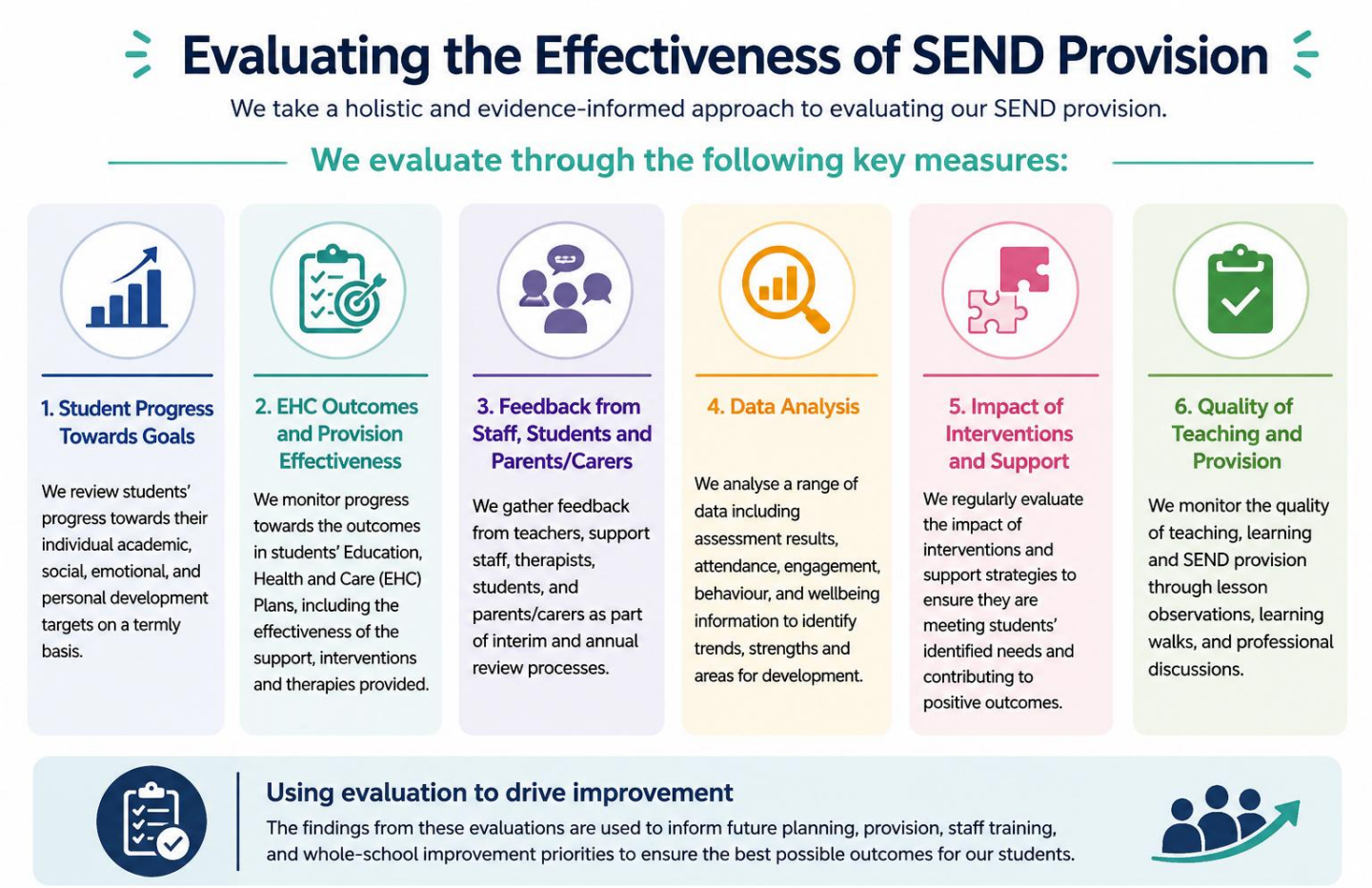
Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of our SEND provision through a range of measures, including:

- Reviewing pupils' progress towards their individual academic, social, emotional, and personal development targets on a termly basis.
- Monitoring progress towards the outcomes specified within pupils' Education, Health and Care (EHC) Plans, including evaluating the effectiveness of the support, interventions, and therapies provided.

- Gathering feedback from teachers, support staff, therapists, pupils, and parents/carers as part of interim and annual review processes.
- Analysing assessment data, attendance, engagement, behaviour, and wellbeing information to identify trends and areas for development.
- Regularly reviewing the impact of interventions and support strategies to ensure they are meeting pupils identified needs and contributing to positive outcomes.
- Monitoring the quality of teaching, learning, and SEND provision through lesson observations, learning walks, and professional discussions.

The findings from these evaluations are used to inform future planning, provision, staff training, and whole-school improvement priorities.



Access to Enrichment Activities and School Life

At Our Rock Academy, we are committed to ensuring that all pupils have equal opportunities to participate fully in school life, regardless of their individual needs or disabilities.

We achieve this by:

- Providing access to a wide range of extra-curricular activities and educational visits as well as enrichment opportunities that are tailored to meet the needs of our pupils.
- Encouraging all pupils to participate in educational and residential visits and community-based learning experiences, with appropriate support and reasonable adjustments where required.
- Promoting participation in school events including sports activities, performances, themed days, celebrations and specialist workshops.
- Making reasonable adjustments to activities, resources, and environments to ensure that all pupils can engage meaningfully and safely.
- Ensuring that no pupil is excluded from participation due to their SEND, disability, medical needs, or additional support requirements.

Supporting Pupils' Social, Emotional and Mental Wellbeing

Supporting pupils' social, emotional, and mental wellbeing is a key priority at Our Rock Academy. We provide a range of opportunities and targeted support to help pupils develop confidence, resilience, positive relationships, and emotional regulation skills.

This includes:

- Access to wellbeing staff that provides pastoral, emotional, and therapeutic support.
- Opportunities for pupils to contribute to the wider school community through participation in pupil voice initiatives, including the School Council and Sports Council.
- Structured social opportunities and enrichment activities, which promote communication, teamwork, independence, and the development of positive friendships.
- Access to wellbeing programmes, interventions, and therapeutic support tailored to individual needs.
- A nurturing and inclusive school environment that promotes positive behaviour, emotional wellbeing, and a strong sense of belonging.
- Our aim is to ensure that every pupil feels safe, valued, respected, and supported to achieve their full potential.

Monitoring arrangements

This policy and information report will be reviewed by SLT and Governors every year. It will also be updated if any changes to the information are made during the year.