

Welcome to SEND at Sutton House Academy

SEND Policy & Information Report

September 2024-September 2025

Key People



Lauren Stephens

SENCO

- I am the Academy SENCO
- I am a Primary teacher
- I lead and support pupils who are in care

How to Contact Me

- lstephens@suttonhouse.org.uk
- 01702 904633



Mr E Muca

Acting Executive Head Teacher

- I lead and manage the whole school

How to Contact Me

- info@suttonhouse.org.uk
- 01702 904633

Welcome to Sutton House Academy

Wentworth Road, Southend on Sea, SS2 5LG

Ages 5-16

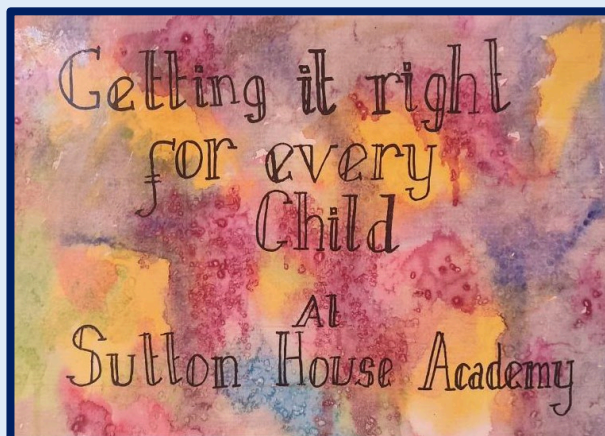
Our welcome booklet unites our SEND Information Report and SEND policy. This makes it easier for parents and staff to find SEND information more easily. Any questions or comments, please get in touch.

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Our School

Sutton House is a special school for 5 to 16 year olds with Social Emotional and Mental Health needs in Southend-on-Sea. We have 74 pupils in our 10 classes across our Primary and Secondary provisions.



What is SEND?

A pupil has SEND if they have a **learning difficulty** or **disability** that requires **special provision**. This may be provided by a mainstream school with additional support, or at a special needs school like ours.

Some key terms explained:

- **Learning Difficulty:** when a pupil finds it harder to learn than most pupils their age do.
- **Disability:** an impairment that has a 'substantial' and 'long-term' negative effect on an individuals' ability to do normal daily activities without additional support.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our values?

We believe that every pupil can have, and is entitled to, a positive future. We see potential in each of our pupils and our purpose is to help them to achieve it.

That means we:

- Meet our pupils' social, emotional and mental health needs enabling them to thrive both in school and in the wider community.
- Support our pupils to develop the attributes, skills, knowledge and understanding required to become valuable members of society.

What are our ambitions for pupils at our school?

Sutton House Academy aims to support all pupils with their specific needs and barriers to learning to enable them to reach their full potential both academically and in terms of managing their social, emotional and mental health needs. This is achieved by providing high quality teaching and learning, meeting individual needs through an integrated therapeutic approach to the curriculum.

We work with families to put in place aspirational targets for all learners and always celebrate the achievements of pupils to reinforce their success and achievement.

Assessing SEND Needs



How we continue to assess the needs of our pupils

Although all our pupils come to our School with an EHC Plan, we recognise that their SEND needs change over time.

We use a range of assessment tools to help us identify and support our pupils' needs such as:

- Baseline reading, writing, spelling and numeracy assessments
- Ongoing termly assessments
- 9-Staged Model
- Sensory screening
- Dyslexia screening
- Working alongside an external Specialist Assessor to identify exam arrangement needs in preparation for Key Stage 4 exams.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes, we ask outside experts to assess pupils and give us advice.



Is it always SEND?

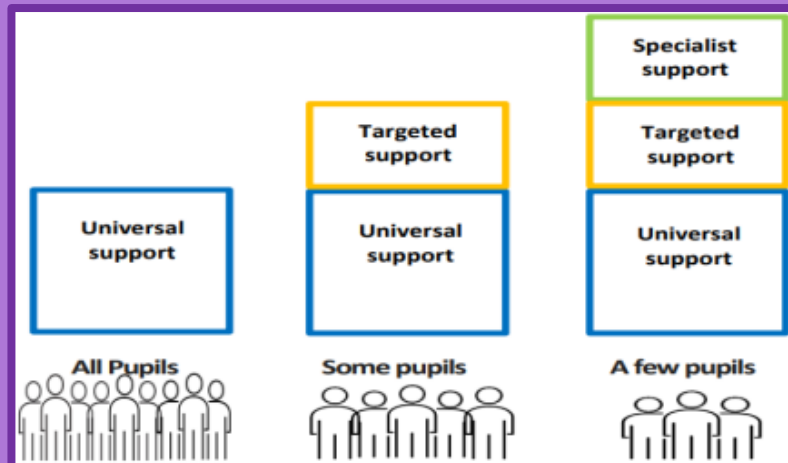
Some pupils present with needs that are not related directly to their SEND. Therefore, alongside any assessments we consider other factors such as:

- Attendance
- Events in that pupil's life (e.g. bereavement)
- Issues in school (e.g. friendships)
- Medical needs

There are separate interventions we can offer to support pupils and their families with these factors. This can include:

- Modified Learning Plans
- Counselling
- Working with external agencies such as Social Care and the Police

How do we meet pupils' needs?



Overview

All pupils at Sutton House Academy receive a higher-level support than they would compared to a mainstream school. However some pupils may still need a little extra support and a few may need a lot more. We match the level of support to the pupil's level of need. This matching is called our **graduated response**.

We have three waves of support:

- **Universal:** Support and opportunities that every pupil gets at our School.
- **Targeted:** Support and opportunities for pupils who need extra help.
- **Specialist:** Specific SEND support for pupils to meet their very individual needs.

Teachers and support staff all work at all levels of support.

Universal

This is quality-teaching led by the class teacher and how we run our school day.

Examples include:

- ✓ Teachers who are ambitious for all their pupils.
- ✓ Well planned lessons that are differentiated (i.e. adjusted) to engage all pupils.
- ✓ Resources that help all pupils succeed (e.g. writing frames, number lines).
- ✓ Teachers assessing pupils to help them know when to move on and what to teach next.
- ✓ Small class sizes with a high adult ratio to pupils.
- ✓ 50-minute lessons and a shorter school day (8:30am-2pm).
- ✓ Fully funded breakfast club and school dinner.
- ✓ Behaviour and reward systems that motivate pupils, including fully funded school trips to promote inclusion.

Targeted

This is for pupils who need extra support in order to be a successful learner.
For example:

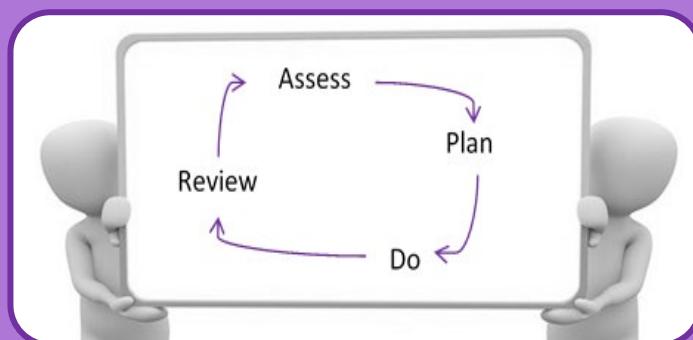
- ✓ Counselling/Mentoring
- ✓ 1-1 Phonics intervention
- ✓ Speech and Language Therapy
- ✓ Sensory pass (e.g. if cannot tolerate our school uniform)
- ✓ Sensory and behaviour strategies
- ✓ Lunch club
- ✓ REACH provision (see "Your Questions Answered" section for more information)
- ✓ Modified Learning Plan

Specialist

This often means working with external practitioners. For example:

- ✓ Interim Tuition Service (ITS) for pupils who are not well enough to attend school.
- ✓ AV1 Robot for remote learning.
- ✓ Working in partnership with Local Authority approved alternative provisions on a short-term basis.
- ✓ Educational Psychologist involvement.
- ✓ Autism Specialist Teacher.

Each pupil has an Individual Support Plan (ISP), which outlines what targeted or specialist support he or she needs to be a successful learner.



Assess, Plan, Do, Review

Our ISP's follow a four-part cycle called *Assess, Plan, Do, Review*.

- Assess:** We identify the pupil's needs through their EHCP and internal assessments.
Plan: We set targets. We decide how we support the pupil to meet these targets.
Do: Everyone follows the plans we have agreed.
Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.

Targets



SMART Targets

The targets set in the Individual Support Plan are linked to the pupil's long-term outcomes in their Educational Health Care Plan. We set short-term targets for pupils so that staff, parents, and pupils know what we are all working towards.

We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the pupil.
- ✓ **Measurable:** We say how we will know if the pupil is meeting the target.
- ✓ **Achievable:** We set ambitious targets, whilst still being achievable.
- ✓ **Relevant:** We link it to a pupil's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are set to for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the pupil **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Jo will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Jo will read all Phase 4 tricky words.
Develop	Say	Jo will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Jo will use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

Parental Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for pupils who are “looked after”, the Local Authority.



Teamwork with Parents and Families

Parents are vital to the success of our pupils:

- Their knowledge helps us to get a complete view of a pupil's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the pupil in school).
- Parents use ideas from school to help their child at home.
- To ensure we remain up to date with useful information to help us meet the pupil's SEND (e.g. clinic reports).

We work closely with parents by:

- Parents' attending their child's EHCP annual reviews.
- Pupils' ISPs are sent home to parents three times per year where their views/feedback are encouraged. They can also discuss the plan with their child's tutor.
- Weekly phone calls to parents from the pupil's tutor.
- Arrange a partnership meeting between parents and the tutor to explore any presenting needs we would like to explore further and work together to find a solution. A member of the Senior Leadership Team (SLT) or external professionals may also attend the meeting if required.
- Inviting parents to complete a survey each term to gather views and feedback.
- Inviting parents to community days and pupil progress days.



Excellent teamwork between parents and the school is very important to us.

Parent Workshops

As well as working closely with parents to support individual pupils, we offer Parent Workshops, Steering Groups and Coffee Mornings to provide opportunities for parents to meet and discuss topics of interest. This can include:

- Mental Health
- Parental Self Care
- Managing Difficult Behaviour
- Uniform
- Sensory Needs
- Zones of Regulation / Incredible 5 Point Scale
- EHCP Process

Our parents have also set up a Group WhatsApp group to provide mutual support and sense of community outside of our workshops.

External Support for Parents

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

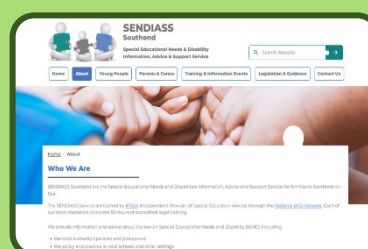
- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).



How can parents access SENDIASS?

Parents do not need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



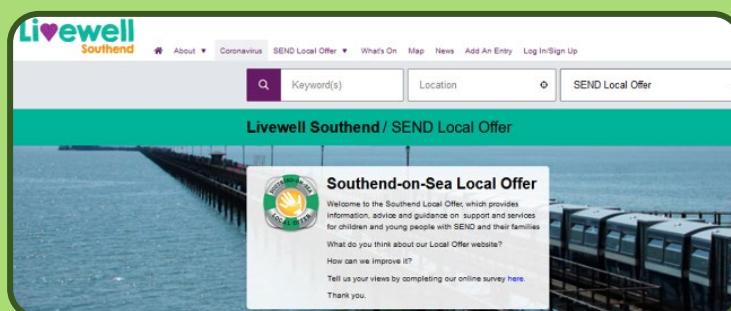
Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: <https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Schools
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN charities



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.

The Role of Pupils



The role of pupils is to **do their very best** so that they **learn more, remember more and can do more** for the rest of their lives!

It is also important that adults listen to the views of pupils. The pupil's input can help us unlock extra progress. Collecting pupil views may include:

- The pupil completing a survey.
- Reflecting on their ISP targets with their tutor.
- The pupil contributing to their EHCP review meeting.
- Through School Council.
- Write down ideas/feedback and add to the "Ask it basket".
- Pupils talking to adults about their thoughts, wishes and feelings during lessons/tutor time/1-1 keyworker time.
- Observation of the pupil.

How we collect pupil views depends on the pupil's age and development.

How our pupils are involved with the wider community



We recognise our pupils benefit from learning experiences outside of the classroom. To support this, we arrange fully funded trips each term to activities such as the Sealife Centre, Stubbers Adventure Park, Basejump, the beach and local parks. We also invite external organisations to our school to provide a range of activities our pupils enjoy such as goalkeeping, art, Lego Therapy and animals.

We are an inclusive school and put reasonable adjustments in place to ensure as many pupils can access these activities as possible. Staff may need to talk to parents to plan for adjustments. A parent can also talk to their child's tutor if they are worried that their child might need adjustments to be successful.

Sometimes though we must make the hard decision for a pupil not to attend – on these occasions this is due to safety, wellbeing, or both.



Our Team: Who's Who?



Meet our SENCO: Lauren Stephens



- I oversee and co-ordinate SEND provision for pupils at our school
- I support and guide staff and parents so that pupils receive both high-quality teaching and ambitious support.
- I advise on the use of school's SEND budget and resources to meet pupils' needs.
- I work with the head teacher to plan how we will enhance our SEND work.
- I identify training needs to develop staff skills.
- I liaise with the Local Authority and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.
- I support children in care and work closely with their carers, parents and social workers.

Meet our Acting Executive Head Teacher: Mr E Muca



- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the Inclusion and SEND Manager.
- I check on the quality of education. This includes SEND provision.

More about our Team

“Every teacher is a teacher of SEND”



“Every teacher is a teacher of SEND”

What do our teachers do for SEND?

- Teachers are responsible for the development of every pupil they teach.
- Teachers work closely with teacher assistants to plan and review support.
- Teachers adjust lessons to make them accessible for every pupil.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from external professionals and support services.
- Teachers review each pupil's progress and ISP and plan the next steps.

What do teaching assistants do?

Teaching assistants are a key part of helping pupils achieve their potential. They support pupils during lessons and 1:1 work inside and outside of the classroom. They may also be a pupils' tutor in some circumstances.

Our Academy Counsellors

All our Academy Counsellors must “think SEND” when making decisions so that they make sure we are inclusive of all pupils' needs. The role of the Academy Counsel is to:

- Have an overview of long-term plans for improving SEND in school.
- Monitor SEND in our school. This includes our legal duties.
- Liaise with the SENCO.

On each Academy Counsel there is also a SEND governor – we are currently actively recruiting for this role.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning to enhance our skills.

To train and develop our team, we use:

- Weekly face to face training
- INSET day training
- Staff supporting each other
- Classroom observations and feedback
- Online courses through Educare



What training have we had?

Examples of training for our staff in the past 3 years includes:

Cognition and Learning

- Read, Write Inc
- Promoting the love of reading
- Exam Arrangements
- SEND adjustments in the classroom
- Dyslexia

Communication & Interaction

- Autism
- Speech and Language Therapy
- Social Skills

Social, Emotional & Mental Health

- Adverse Childhood Experiences
- Anxiety
- Attachment
- ADHD
- Trauma Informed Practice
- Emotional Regulation

Other

- Annual Review process
- Setting SMART targets for Individual Support Plan (ISP)
- Crisis Prevention Institute (CPI) training

These are just a few examples of what SEND training our staff have received.

All staff have received specialised training on Trauma and Mental Health; we have a Designated Mental Health Lead as well as two Mental Health First Aiders.

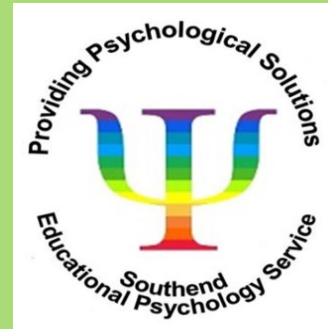
If there's something that's not on this list, please ask. As this list does not cover every single training session, it's possible that we have staff trained in the area that you are interested in.

Can school access specialist help?

Yes. Some pupils have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Specialist Teacher
- Early Help
- Police Liaison Officer
- Attendance Officer



For most pupils, we meet their SEND needs without needing external support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a support service, we discuss this with the pupil's parent. Parents normally understand the many benefits for their pupil, but they are welcome to chat with their child's tutor, the Inclusion & SEND Manager or the Designated Safeguarding Lead (DSL)

Support Services advise teachers, DSL and the Inclusion & SEND Manager. Teachers make sure advice is followed and the Inclusion & SEND Manager monitors this.

Who's Who?



Jessica Smethurst
Designated Safeguarding Lead

I provide advice and support to staff on child welfare, safeguarding and child protection matters. I work closely with external agencies in the best interest of a child. I also monitor attendance of all pupils.

Contact me:

- 01702 904633

When Pupils Join or Leave Us

(This is called transition)



How do we help pupils joining our school?

- We meet with parents and any current education provision to find out about the pupil's needs.
- We create a personalised transition plan.
- The pupil and their parents visit the school and get to meet staff.
- The pupil can attend taster sessions prior to starting with us.
- Additional support can be included as part of a transition plan if required.

How do we help pupils leaving our school?

- We hold an annual review to update the pupils EHC Plan before parents express what new schools they would like the Local Authority to consult with.
- We then link with the next school to share SEND information.
- We can support pupils to visit the school or talk to pupils about any worries about their new school they may have.
- We invite the SENDCo of a pupil's new secondary school to the year 6 summer annual review.

Transition from Primary to Secondary School

Many of our Primary pupils stay with Sutton House Academy for Secondary as well. This means there is a lot less change compared to year 6 pupils' going to a new school; however, we recognise many of our pupils struggle with transition in general. For this reason, we start introductions to our Secondary in the summer term with the aim of pupils' 'stepping up' to a secondary timetable by June, if they are ready.

Our Building: Indoor and Outdoor



We have one two-storey building which has three distinct areas: Primary, main Secondary and REACH provision corridors. All doors have maglocks, which mean the pupils cannot move from one area of the building to another without an adult.

We also share the building with an Alternative Provision called Victory Park Academy. They have a completely separate part of the building, including a separate entrance and playgrounds. This means the pupils between the two Academies do not mix.

Situated at the front of the school, we have separate playgrounds for Primary and Secondary, though sometimes they do choose to play together. The playgrounds have fences with a separate path leading to an electronic gate to exit the school.

Exit to the pupils' playground is by two concrete steps. Inside the building, each section of the corridors are controlled by maglock doors to ensure safety of all our pupils and staff. We are an inclusive school and have some pupils who may require a wheelchair for community trips. However it is difficult for us to accommodate a pupil who requires a wheelchair to move around the school due to the maglock doors, which are required to meet the needs of other pupils' due to risk of absconding.

Our visitors' reception area has step free access and there is an internal lift to support visitors to the meeting rooms on the first floor. We also have accessible toilets.

Extra Equipment for SEND

Some pupils need extra items to help them be successful at school. We use our SEND budget to buy this equipment. This can include:

- Fidget toys
- Chew buddy
- Ear defenders
- Specialist pens or pencils, including grips
- Weighted lap pads

From time to time, equipment or interventions to meet an individual pupils' needs costs much more than this. If so, we might ask the Local Authority for an increase in a pupil's SEND funding.



Your Questions Answered

1. Does a pupil need an EHC Plan to attend Sutton House Academy?

Yes, all pupils at our school have an EHC Plan with a primary SEND need of Social, Emotional and Mental Health (SEMH). We cannot accept pupils through the normal admissions process. The Local Authority consult with us directly using the Southend EHCP Hub. You can find out more about the Hub by emailing senteam@southend.gov.uk.

2. What is the difference between an EHCP and ISP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local authority, school and parents. It is a legal document.

The EHCP sets out a pupil's ambitions for when they leave school, long-term outcomes for the end of the next Key Stage, and 'next steps' towards the outcomes.

ISP is short for *Individual Support Plan*, which is written by the school. As part of the ISP we set smaller targets to work towards the 'next steps' and long-term outcomes in the EHCP. These smaller targets should be achievable within one term (10-14 weeks).

Name:	Date of Birth:	Year:	Tutor:
Sutton House Academy			
Individual Support Plan (Child's name)			
Risk Assessment	Things people like and adore about me:	What's important to me now and for the future:	Year: Class: Tutor:
Level: Pup:-	What I find difficult:	People who are important to me:	Diagnosis/Medical Mentions?
Staged Model Stage: Scene:-	How I communicate:	How best to support me:	External Agencies
School Transport			Support in Place * Personalised Learning Plan (individualised) * Cloning * SALT * Zones of Regulation * Personalised adjustments (help for hearing aid)

3. What is your REACH Provision?

We recognise that pupils' express their social emotional and mental health needs in different ways. When some pupils' are anxious they become withdrawn and quiet, whilst others might struggle to regulate their emotions and display unsafe behaviour. To support this spectrum of need we have set up our REACH Provision for our pupils who would benefit from:

- A calmer, quieter learning atmosphere
- Less transitions throughout the school day
- A reduced number of teachers they interact with on a daily basis
- Increased access to sensory equipment and strategies to remain calm but alert
- A more specialised 'no demands' curriculum, whereby the pace and content of the curriculum has been modified to meet the cohort of pupils'.
- A larger focus on life skills and preparing for adulthood

REACH stands for: **R**aising **E**ducational **A**spirations **C**onsistently & **H**olistically.

4. How do you support pupils' who struggle to attend school full-time or have been out of Education a long time before joining Sutton House Academy?

Regular school attendance is essential to give our pupils' the best opportunities in life. Good attendance means a child is less likely to fall behind with their work and more likely to do well in exams.

However, we recognise some pupils may struggle to attend school full-time due to a range of factors such as being new to the school, mental health needs, and external factors. In these circumstances, we work with parents and other agencies to create a short-term Modified Learning Plan, which is reviewed regularly with the aim of returning to a full-time timetable as soon as possible.

More Questions Answered

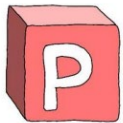
5. What is your therapeutic curriculum offer?

At Sutton House Academy, we support pupils who suffer with trauma or mental health problems and whose resulting behaviour acts as a barrier to learning. Wellbeing of all is of the highest priority and to support pupils to develop positive mental health and resilience we aim to:



1. Support children to make sense of their experience(s).
2. Find ways to manage their emotions and feelings.
3. Create an environment of safety, connection and compassion.
4. Build a school network of strong, positive, supportive relationships.
5. Ensure children maintain the capacity to learn, despite difficult events that may occur.

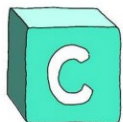
We pursue this aim by using PACE as a way of thinking, feeling, communicating and behaving to support pupils to build relationships and feel safe at our school. PACE stands for:



Playfulness – using a light-hearted, reassuring tone in day-to-day interactions.



Acceptance – accepting the feelings, thoughts and internal struggles that are underneath a pupil's outward behaviour. It is not about accepting the behaviour itself but helping to teach the pupil to not feel ashamed by their inner turmoil.



Curiosity – remaining curious without judgement to support pupils to put a name to their emotions and thoughts.



Empathy – being emotionally available to pupils during times of difficulty to show them they are not alone and adults are strong enough to support them both through it.

This approach is used across the pupils' school day, strengthened by a strong RSHE and Personal Wellbeing curriculum offer that empowers all pupils to create positive change for their future.

Our processes reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma informed. We have high expectations of behaviour for all; however, we do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour and will always look at addressing the cause for the behaviour first and foremost.

SEND & Children in Care

Being in care means that parents are unable to care for their child at that time and so the Local Authority takes on parenting decisions to make sure a child is kept safe and has their needs met. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are living with foster carers or in children's homes.

You may hear the term "LAC" used which stands for Looked After Children.

Who's Who?



Emma Watford
SEN Leader

I lead LAC support in school. This includes attending pupils' Personalised Education Plan (PEP) meetings and LAC Reviews. I speak with adults involved in a child's life about the best way to use the Pupil Premium + budget for each child too.

Contact me:

- ewatford@suttonhouse.org.uk
- 01702 904633

For our pupils who are LAC, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- Where we can, we will combine the EHCP Annual Review with one of the PEP's each year so that PEPs and SEND plans are joined up.
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils can join in extra activities.
- Use Pupil Premium Plus money to get the best outcomes for the pupil.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC pupils to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils are not achieving well enough. We will make sure that no LAC & SEND pupil is failed by us.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Other Information

Where to find more SEND Information?

Visit our website <https://suttonhouse.org.uk/our-academy/documents-and-policies> to read other policies that link to SEND:



- **Transition Policy**
More information on how we support pupils to move to and from our school.
- **Behaviour Policy**
Rewards, rules, consequences and much more.
- **Anti-bullying Policy**
Information on our approach to tackling bullying
- **Medical Policy**
Support for pupils with medical conditions and what we do about medicines.

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the policies page of our website.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

- This is the Government's SEND rulebook.
- Find out more [here](#).

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for pupils with SEND.
- Find it [here](#) (p.21 onwards).



Status of our SEND Policy

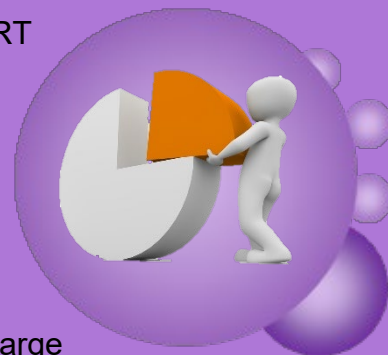
This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress pupils have made.
2. Monitoring how well pupils with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through pupils' books.
5. Listening to the views of parents, families and pupils.



Our Inclusion & SEND Manager and Leadership team are in charge of evaluating our SEND policy.

Reviewing this policy

We review this policy every 12 months. Our SENCO is in charge of the policy review. Then, our governors discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENCO.

“

No pupil left behind...

No barrier that can't be overcome...

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