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**SEN Policy**

**September 2020**

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| It was ratified by the Governing Body on : | 8 December 16 |
| Review date: | December 2017 |

# Background

Shenfield High School is a mixed academy whose focus is learning for life. Through our inclusive policies, joint working with a range of agencies and our clear knowledge of pupils, we are able to ensure that the needs of our young people are met in a clear and solution focussed manner. We work closely with parents and young people to ensure that support is bespoke, targeted and measurable ensuring at all times that the outcomes for our young people are clear.

Shenfield High School takes a whole school approach to the inclusion of students with a range of learning and medical needs. The school recognises that a young person has a learning difficulty or disability if they:

* Have a significantly greater difficulty in learning than the majority of others of the same age; or
* Have 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 or mainstream post-16 institutions.

This is defined in the Code of Practice (2014). The school makes provision in accordance with the Code of Practice (2001 / 2014); The SEND and Disability Act (2001), The Discrimination and Disability Act (2006), The Equality Act (2010) and the Children and Families Act (2014).

The school is committed to ensuring accelerated progress of vulnerable and disadvantaged students, which requires focus on mentoring and additional support in a range of forms.

# The Kinds of SEND that are provided for

Shenfield High School is committed to working with a range of young people with a wide range of Special Educational Needs (SEND). SEND is categorised as per the SEND Code of Practice 2015 in the following areas:

## Communication and Interaction

SEND conditions which fall under the category of Communication and Interaction include, but not exhaustively:

* Children and young people with ASC (including Asperger’s Syndrome and Autism);

## Cognition and Learning

SEND conditions which fall under the category of Cognition and Learning include, but not exhaustively:

* Moderate Learning Difficulties;
* Severe Learning Difficulties;
* Profound and Multiple Learning Difficulties;
* Specific Learning Difficulties (including Dyslexia, Dyspraxia and Dyscalculia).

## Social, Emotional and Mental Health Difficulties

SEND conditions which fall under the category of Social, Emotional and Mental Health Difficulties include, but not exhaustively:

* Becoming withdrawn and/or isolated;
* Educational issues caused by an underlying mental health issue such as:
  + Anxiety;
  + Depression;
  + Self-harming;
  + Substance misuse;
  + Eating disorders;
* Attention deficit Disorder;
* Attention deficit Hyperactivity Disorder’
* Attachment Disorder.

## Sensory and/or Physical Needs

SEND conditions which fall under the category of Sensory and/or Physical Needs include, but not exhaustively:

* Vision Impairment;
* Hearing Impairment;
* Multi-Sensory Impairment;
* Physical Disability.

# Identification of Children and Young People with Special Educational Needs

Shenfield High School operates a clear Entrance and Exit Strategy for the SEND List.

When students begin the school in Year 7, information is gleaned from the primary school through a range of transition programmes – including meeting key professionals in the primary school, meeting with parents, meeting with young people and transfer of SEND files. Shenfield High School works with parents during the transition phase to ensure that young people are known and known well.

When students are at the school, the Entrance Strategy is used to place young people on the SEND List. Assessment and identification of SEND can include the following:

* Diagnosis from a relevant medical professional;
* Diagnosis from a relevant educational professional (such as a Local Authority Educational Psychologist);
* Diagnosis of a learning condition from a private Educational Psychologist or someone with a relevant qualification enabling them to diagnose a learning condition;
* In school testing (including WRAT 5 Testing, York Test of Reading Comprehension, LUCID Exact, LUCID Recall).

Students are placed on the SEND List and support is then offered in a range of ways which are listed below. Once this support is no longer needed as defined in the Exit Strategy, the Exit Strategy is used to take the young person off the SEND List.

The school use the Progression Guidance from Essex County Council to assess young people and to place them on to the school’s SEND List and / or to make an application for an Education, Health and Care Plan.

**The Graduated Approach**

The school follows the Graduated Approach that is detailed in the Code of Practice (2015).

All young people who are on the SEND List are identified as needing “SEND Support” and the progress of this group of students is monitored as they move throughout the school.

The school does not endorse or use one-to-one support, unless there are severe medical needs where a young person is incapacitated in some way (such as a physical impairment where the use of limbs is limited in some way). This is based on research evidence from the EEF (Education Endowment Foundation) which shows that this has limited impact on development and in many cases can be detrimental to the young person.

The school operates an Intervention Based Model which is led by the Assistant Headteacher: Inclusion through the Interventions Team.

**The Shenfield High School One Plan**

Shenfield High School uses One Plans as an intervention to enable young people to make progress. The following young people in the school have a One Plan:

* Those with an Education, Health and Care Plan;
* Those who require an Education, Health and Care Plan and need One Planning for evidence;
* As a part of the PSP Process where it is likely that a student with SEND will be Permanently Excluded;\*
* As part of the PEP Process when there is a Looked After Child;\*
* Those with high levels of SEND who require a One Plan as an intervention.

\*the outcomes and strategies for this will be formed from the documents that will be in place, this ties up the process as we work through.

One Plans will be reviewed three times per year. This will take the form of:

Review 1 – Face to face meeting;  
Review 2 – Telephone call or email discussion;  
Review 3 – Format to be decided during Review 2.

Parents are encouraged to contact the school in-between these points if they have any questions, queries or want an update on their child’s progress.

Where there is no longer any need for a One Plan, this intervention will be ended.

## Assistant Headteacher: Inclusion

The Assistant Headteacher: Inclusion is responsible for the implementation of the SEND Policy and the day to day management of SEND support within the school.

The Assistant Headteacher: Inclusion is Mr Anthony Taylor BA (Hons) QTS MTeach PGCPS. He holds the National Award for SEND Co-Ordination and is a qualified teacher.

Mr Anthony Taylor can be contacted in the following ways:

Telephone: 01277 219131 (Ext 205);  
Email: [a.taylor@shenfield.essex.sch.uk](mailto:a.taylor@shenfield.essex.sch.uk)  
or in a meeting arranged by appointment through Mrs Susan Lilley: [s.lilley@shenfield.essex.sch.uk](mailto:s.lilley@shenfield.essex.sch.uk).

# Working with Parents and Carers

Shenfield High School believes that working with parents and carers is vital in ensuring that outcomes for young people are understood, met and supported in the correct way. There are a number of ways that the school does this:

## Student Support Meetings

Where a young person has SEND, parents are encouraged to contact the school when they feel that they need help, guidance or support.

Each term, there will be a day of appointments with staff from the Faculty of Learning Support. These sessions will be pre-bookable by parents.

The focus of these meetings will be for parents to be able to speak to specialist staff in school about their child and any issues that they are having with their SEND. Faculty of Learning Support staff can then follow up with any information or issues and provide support to the students and the parents.

## Annual Reviews of Statements of Special Educational Needs or Education Health and Care Plans

The views of parents and carers are vitally important in the Annual Review of Statements of Special Educational Needs and Education Health and Care Plans. Parents and carers are invited to these meetings and their views are sought before and during these meetings. Outcomes are set in conjunction with parents, carers and young people to ensure that they are relevant, focussed and measurable.

## Parent Café

Shenfield High School operates a Parent Café once per term. These cafes are a chance for parents or carers to meet with key staff in the Learning Support Department, discuss issues that are faced, engage with professionals from a range of agencies and watch presentations. This time is directed by parents and is planned around their wants and needs.

## Parents Evenings

Parents Evenings take place once per year for each year group and a member of Learning Support Staff will be in attendance to speak to parents and deal with any queries that parents or carers have. Appointments can be pre-booked or in a drop in format.

## Meetings

Meetings can be booked at any time by contacting the Assistant Headteacher: Inclusion or any member of the Learning Support Team. The Assistant Headteacher: Inclusion can also be contacted by email or telephone at any time.

# Arrangements for Consulting Young People with SEND

Shenfield High School is committed to working with young people to ensure that their voice is heard and forms part of the bespoke support package that is offered, and regular student voice interview (at least 3 per year group, per year) one undertaken by Deputy Head: Student Well-being and Support, with arising issues discussed with relevant staff.

## One Plan Meetings and Annual Reviews of Education Health and Care Plans

The views of young people are sought in meetings and they are fully engaged with the target setting, monitoring and evaluation of their progress towards targets set.

## Mentoring

All students with a Statement of Educational Needs or an Education, Health and Care Plan, have a mentoring session with a member of the Coaching and Mentoring Team. The frequency of these sessions is negotiable with the young person, but on average are at least once a fortnight. These sessions are designed to ensure that the young person is engaging with the support that is offered and it meets their needs.

## Student Voice

Student voice is sought throughout the year for a range of reasons. This can be for the following reasons:

* Monitoring of the work of the Learning Support Department;
* Monitoring of the quality of education and support of young people with SEND by the Governing Body, Learning Support Staff, the school’s Leadership Group or professionals from Outside Agencies (such as The Local Authority).

This is completed in a way which allows young people to feel comfortable and confident to contribute.

# Assessing and Reviewing the Progress of Young People

The progress of young people towards their outcomes is monitored in a number of ways.

## One Plan and Education Health and Care Plan Reviews

During reviews, the targets that have been set are reviewed based on the following information:

* Academic data reported by Teaching Staff;
* Understanding of the progress of young people from Co-Educators working with young people;
* Testing using a range of tests (such as WRAT 4, LUCID Exact);
* Information from parents;
* Information from young people;
* Information from the Pastoral Team.

This information is discussed and Outcomes are either amended or concluded and another target set.

## Monitoring of Academic Progress and Support by the Assistant Headteacher: Inclusion

At whole school data points, the Assistant Headteacher: Inclusion will look at the assessment data that has been provided by teachers using the school’s online programme. This is then used to plan interventions, ensure that teaching is differentiated and appropriate and that progress is made by each young person. This monitoring takes the form of:

1. Meetings with the Link Governor for Special Educational Needs;
2. Fortnightly Meetings between the Assistant Headteacher: Inclusion and the Deputy Headteacher: Student Well-Being and Support to discuss any issues that are arising and to evaluate current practice;
3. Exam Reviews with the Headteacher to discuss Examination Performance and provide an overview of the coming year;
4. Senior Members of Learning Support to monitor Co-Educators in the classrooms and during intervention sessions, and to set targets for improvement;
5. The Assistant Headteacher: Inclusion monitors the everyday experience of students with Special Educational Needs by completing Learning Walks in classrooms and feeding back to the staff, and helping staff to plan for high quality learning for SEND students and looking at the development of Co-Educators subject knowledge;
6. The Faculty of Learning Support is part of the Whole School Observation schedule and members of the Leadership Group observe differentiation in classrooms and feedback to staff;
7. All members of the Faculty of Learning Support are part of the Performance Management Procedures to ensure that continuous professional development is followed;
8. The Parent Cafe is an important method of two way communication between parents and school. The views of parents expressed here are taken into account when reviewing policies and procedures related to SEND students;
9. Students are asked for their views on the support that they receive at One Plan and Annual Review Meetings, and their views are taken into account when planning for their progress.
10. A senior member of the Faculty of Learning Support (usually the Assistant Headteacher: Inclusion) is available at all Parent Consultation Evenings; an appointment can be booked or a drop in can be arranged.

## Cross Departmental Working

The Assistant Headteacher: Inclusion works very closely with the Pastoral Team and the Academic Departments to monitor the learning and development of young people with SEND. Any interventions are planned with these teams to ensure that interventions are sharply focussed, clearly targeted and measurable to show the impact that interventions have had on young people. We also work closely with the Oasis Centre and Vocational Team to ensure that progress is monitored and developed.

As part of the monitoring process, the Assistant Headteacher: Inclusion undertakes Learning Walks which allow an overview of a child’s attainment in lessons to be understood with a clear focus on sharing best practice between staff.

The Assistant Headteacher: Inclusion is also a member of the Interventions Team and Safeguarding Board working closely with staff members to monitor the progress of these students with SEND who are referred to these teams.

# Arrangements for Supporting Young People Moving Between Phases in Education

There are four transition points that students will go through during their time at the school. These are;

1. Transition to the school at the end of Year 6;
2. Transition to Key Stage Four;
3. Transition to Key Stage Five, College, Work or another Educational Placement;
4. Transition to Higher Education or Work.

The school operates the following protocols to assist students and their parents, in these times:

**Transition to the School at the End of Year 6**

Parents are encouraged to contact the school as soon as possible (from the end of Year 5 onwards) if they are thinking of sending their child to Shenfield High School and they have SEND. This allows forward planning for young people and a clear understanding of their needs to be developed. Meetings can be booked with the Assistant Headteacher: Inclusion, or a member of the Learning Support Team, by contacting them using the details above. These meetings will focus on the young person and their needs. These meetings usually involve a tour of the school. There is also an opportunity to speak to members of the Learning Support Team on the Open Evening and the Open Mornings that take place in the Winter Term.

Senior members of Learning Support will attend Annual Reviews in Year 6 to discuss the arrangements for the transition of students with a Statement of Special Educational Needs.

Parents and primary schools are asked to fill in questionnaires which give us information about individuals needs and strategies that are currently in place. These may be continued when a young person arrives at the school.

Parents are invited into school to have meetings with senior members of school staff. The Assistant Headteacher: Inclusion will be around in this time to discuss SEND issues with parents and young people.

The school operates Additional Visits for students with SEND or who are vulnerable. This means that students and their parents can visit the school as many times as they feel that they need to in the Summer Term so that they feel comfortable and confident within the buildings. It also gives students and primary school staff a chance to meet key Shenfield High School staff who will form part of their support team.

There will be an opportunity for Year 7 Parents to meet with senior members of the Faculty of Learning Support early in the Autumn Term.

The Faculty of Learning Support liaise with the Pastoral and Oasis Team to ensure that individual needs are being met and that the support that is in place is having the desired impact.

**Students Transferring to Key Stage Four**

The Faculty of Learning Support Liaise with the Pastoral Team to ensure that young people are placed on the correct pathway for them and that support is continual and consistent where required.

At this point, there will be advice and guidance from the school’s Careers Guidance Team – given in an independent manner – to look at forward planning and next steps.

In the case of young people with Education, Health and Care Plans, an advisor from Children and Young People with Disabilities Team Transition Pathways (a service provided by Essex County Council) will be assigned and will work with parents and young people to look at the routes that are available for next steps and/or further study. This is with a clear focus on steps to the age of 25 in a range of educational establishments.

**Students Transferring to Key Stage Five or Further Education**

The Faculty of Learning Support Liaise with the Pastoral Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEND is transferring to another educational provider, the school work with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the further education establishment and through their own policies and procedures.

**Students Transferring to Higher Education**

The Faculty of Learning Support liaises with the Pastoral Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEND is transferring to higher education, the school, where possible, will work with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the Higher Education Provider and through their own policies and procedures.

At all stages, students with an Education, Health and Care Plan are transferred through Essex County Council Transition Plans which involve a range of Outside Professionals where necessary.

# Approach to Teaching and Learning and Young People with SEND

Teaching and Learning is a whole school issue and one which is constantly reviewed by both the Senior Leadership Team and the Middle Management Team in the school. The Deputy Headteacher: Teaching and Learning has overall responsibility in this area.

It is the class teachers’ responsibility to ensure that lessons, and the materials that are used, are scaffolded to meet the needs of the pupils in the class.

Young people with SEND are taught, as much as possible, in classrooms with teachers. This is to ensure that they feel part of the Shenfield Family and that they are gaining skills at the same time as their peers.

Shenfield High School is a research led school and the CPD Programme is based around this. It allows the school to use the latest research to implement the Teaching and Learning Policy.

**Bespoke Support – Interventions**

There may be times when a young person needs to have a more bespoke support programme and this would be handled by the Higher Level Co-Educators (HL:CEs). Any Classroom based or Withdrawal work that takes place follows the four part model from the Code of Practice:

ASSESS – the young person is assessed through a range of means or tests to see where they are in relation to their start point and the expected progress to be made.

PLAN – in conjunction with the class teacher, a programme of support will be planned to ensure that there are targeted outcomes for the work that is completed.

DO – the plan is put in place and the focus is clearly on the targets and outcomes.

REVIEW – all interventions are reviewed to ensure that they have met the objectives and that there has been maximum impact on the young person targeted. At this point, a decision will be made regarding the next steps of support for a young person.

The Faculty of Learning Support are committed to working with staff at all levels of the school to ensure that teaching meets the needs of young people and training is arranged with groups and individuals to ensure that this happens.

# Adaptations to the Curriculum and Learning Environment

Working with our partners in the school, the Faculty of Learning Support is able to provide adaptions to the curriculum to meet the educational and physical needs of our young people.

**Physical Adaptations to the Learning Environment**

The building is fully accessible for young people with physical impairments. Adaptations include:

* Lifts to sections of the building above the ground floor;
* Disabled toilets;
* Hoist systems to move young people in and out of wheelchairs;
* Ramps to all sections of the school;
* Height-adjustable tables;
* Large classrooms to accommodate large mobility aids;

We work closely with our partners in the National Health Service and at Essex County Council to accommodate any mobility aids that a young person may need while in a mainstream setting.

**Curriculum Adaptations**

Shenfield High School is committed to providing Shenfield Learning for Shenfield Learners. This involves using a range of internal resources to provide additional and often bespoke curriculums for young people.

This includes withdrawal programmes (as detailed in this policy) as well as developing support structures within classrooms. All teachers are expected to differentiate to meet young peoples’ needs and ensure that they can access the curriculum diet that is provided through quality first teaching.

Bespoke curriculums are developed through our vocational learning programmes and our support for vulnerable youngsters. These are:

Vocational Pathway

This is a programme for Key Stage Three students looking at learning and engagement with school in a more practical learning environment. This allows young people to develop key life and social skills while at the same time engaging with staff and peers to ensure that academic and social needs are met.

Alternative Pathways

This is a programme for Key Stage Four. This is vocational learning for students who have a learning need which means that more practical learning is necessary. This is based around a set of core GCSEs and then addition of BTECs and Study Skills.

Oasis Centre

The Oasis Centre provides and intervention to allow vulnerable students the opportunity to either reintegrate into school or have time in order to modify a curriculum for a short, and planned, period of time.

These bespoke curriculums are referred through the Interventions Team.

# Staff Who Work With Our Young People with SEND

The school employs Co-Educators to work with our young people. They are split into three distinct teams who perform various roles within the Faculty of Learning Support. These are:

## Higher Level Co-Educators

These members of staff work with young people in small groups inside and outside the classroom. These groups are outcome based and focus on specific targets for young people. This can include interventions such as:

* Catch Up Literacy;
* Phonics Group;
* Literacy Support Groups;
* Numeracy Support Groups;
* Social Skills Groups.
* Why Try Groups;
* Subject support based subjects which allow progress to be made.

## Interventions

The Co-Educators plan, prepare and supervise a wide range of interventions including academic, social and needs specific. These are based around clear frameworks and outcomes to ensure that the interventions are forensically targeted and the impact is measured.

## PNI Team

The PNI Team work with young people who have a physical or sensory needs. They provide support which includes:

* Physiotherapy sessions in school;
* Assistance around the building;
* Assistance with changing or toileting;
* Assistance to ensure academic progress.

## Staff

The Learning Support Team Staff and partners, consists of:

Mrs Jenny Comerford – Deputy Headteacher: Student Well-Being and Support  
Mr Anthony Taylor – Assistant Headteacher: Inclusion  
Mrs Jacqui Johnson – Assistant Co-Ordinator: Faculty of Learning Support

Mrs Rosie Lee – ASDAN and Vocational Learning Teacher

Mrs Julie Pitkin – Oasis Centre Manager

Mrs Pat Hodges – HLCE and EAL Co-Ordinator

Mrs Stacey Toole – HLCE Support and Standards:

Mrs Jan Colverd – English Support Co-Ordinator;

Mrs Julie Lloyd – CE: Interventions

Mrs Irina Jones – CE: Interventions and PNI

Mrs Fawn Roberts – CE: PNI

Mrs Suzanne Gregory – CE: PNI

Mrs Susan Lilley – Administrator SEN and Safeguarding

The Learning Support Staff follow the schools Performance Management System of the school.

# Responsibilities of Staff, and Governors in the School

Each member of staff in the school has a clear responsibility for teaching, monitoring and development of young people with SEND.

**The Governing Body are Responsible for:**

1. Supporting the implementation of the Special Educational Needs Policy;
2. Ensuring that the relevant legislation is applied in accordance with all legal responsibilities;
3. Monitoring and quality assuring the work of the Faculty of Learning Support.

**The Headteacher and Senior Leadership Team are Responsible for:**

1. Ensuring that the policy is implemented fairly and consistently within the school’s context and to the benefit of the students;
2. Line Managing the Assistant Headteacher: Inclusion;
3. Setting the budget for Special Educational Needs support at all levels of need;
4. Dealing with parental concerns when escalated past the Assistant Headteacher: Inclusion;
5. Monitoring and supporting the work of the Faculty of Learning Support in line with the criteria of Performance Management.

**The Assistant Headteacher: Inclusion (SENCo) and Senior Members of Faculty Of Learning Support are Responsible for:**

1. Leading and managing the Faculty of Learning Support Team members;
2. Conducting Annual Reviews and One Plan Meetings;
3. Liaising with outside agencies and professionals to ensure that the holistic aspects of a student’s educational experience are met;
4. Monitoring the progress of students with Special Educational Needs, planning and delivering Wave Three Interventions – through the Foci or Withdrawal Team;
5. Monitoring the impact of Wave Three Interventions;
6. Setting the timetable for Co-Educators;
7. The Performance Management of the Co-Educators ;
8. Applying for Access Arrangements and arranging the testing that needs to be done to be compliant with JCQ Guidelines;
9. Managing Alternative Curriculum Pathways at Key Stage Three Level, and liaising with KS4 Foundation learning Curriculum to ensure a smooth transition between KS3 and KS4;
10. Works within the Interventions Team, thereby accessing in school interventions such as the Oasis Centre, Wane and the Vocational Centre;
11. Liaising with parents to ensure that the school and its staff are aware of issues that could affect performance;
12. Applying for Education, Health and Care Plans where appropriate;
13. Managing and implementing the One to One Tuition Scheme;
14. Leading training sessions for staff (Whole School, Small Group and Individuals);
15. Provision Mapping for interventions;
16. Liaising with parents;
17. Conducting Parent Café sessions.

**HLCEs and CEs are Responsible for:**

1. Teaching small groups of students within the Alternative Pathways Programme;
2. Delivering Wave Three Interventions where appropriate;
3. Delivering Wave One and Wave Two Interventions, including in class support;
4. Liaising with Outside Agencies and Professionals where appropriate;
5. Taking responsibility for the development of students within a Year Group;
6. Attending Review Meetings as appropriate;
7. Liaising with professionals within the school to ensure that student’s individual needs are met.

**Teachers are Responsible for:**

1. Teaching students with Special Educational Needs within mainstream classrooms;
2. Differentiating within their classrooms so that all students can access the curriculum and the tasks that are set;
3. Monitoring the progress of young people with SEND to ensure that they are making progress in line with their starting points;
4. Liaising with the Faculty of Learning Support about concerns that they have regarding individual students;
5. Implementing all strategies listed on a student’s One Plan;
6. Approaching the Faculty of Learning Support if they have training needs;
7. Completing all paperwork Sent out by the Faculty of Learning Support and returning it as requested;
8. Implementing all aspects of the Special Educational Needs Policy and the Code of Practice (2015).

**All Employees, Volunteers and Workers are Responsible for:**

1. Implementing the Special Educational Needs Policy;
2. Reporting any concerns that they have to the Assistant Headteacher: Inclusion.

# Evaluating the Provision Made for Young People with SEND

Resources must be allocated in order to meet the need of young people and to ensure that they are able to access curriculum and make a minimum of expected levels of progress across the two key stages in the school.

**Interventions – Impact and Outcomes**

For all interventions, an assessment will be made at the beginning, during and at the end of the intervention. This allows the Faculty of Learning Support to be able to measure the impact that the intervention has had, ensuring that the intervention is working in the way that we want it to, while ensuring value for money.

The impact measurement that is used will depend on the intervention that has been put in to place, the reason for this intervention and the outcomes that we wanted. The following methods can be used to measure impact of interventions:

* Academic data (levels and/or GCSE Grades);
* Reading Ages;
* Spelling Ages;
* Behaviour points;
* Achievement points;
* Attendance;
* P Scales;
* Well-being;
* Essex Progression Guidance.

Once the impact of the intervention has been assessed, next steps are planned for individuals.

# How Young People with SEND are enabled to Engage in the Activities Available

Young people with SEND are encouraged to take part in all extra-curricular activities that the school offers. This includes school trips. The school will make all reasonable adjustments to allow all students to participate in any activities that they want to attend. Senior members of the Faculty of Learning Support are available to give advice on ways that this can be achieved.

Whenever any form of extra-curricular activity is planned, it is the responsibility of the organiser to ensure that this activity is accessible, where possible, and that all reasonable adjustments are made.

When teachers arrange trips off site, senior members of the Faculty of Learning Support must be consulted to ensure that adequate levels of support are in place to enable all students to attend.

The Faculty of Learning Support operates SPACE Club every break and lunch time to give vulnerable students access to a Safe Haven within the school where they can feel safe and take part in activities that are arranged.

# Support for Improving Emotional and Social Development

The Faculty of Learning Support works with a range of organisations to meet the educational needs of students with emotional and social health needs.

There are a range of methods that we use to support students with emotional and social needs. These include:

* The Oasis Centre, with a clear focus on assessing and supporting all student with Mental Health issues.
* Referrals to Outside Agencies (such as Emotional, Well-being and Mental Health Services, Extended Schools etc) for therapeutic support;
* Time out and bespoke timetables to support reintegration into lessons;
* Social Skills Groups looking at a range of social situations and giving clear instruction on how to deal with them;
* Programmes such as ‘DELAY’ and ‘IDENTITY’ and ‘LOST AND FOUND’ to build self-confidence and esteem.

More information on the programmes that are offered, and the referral process through the Interventions Team, please speak to the Assistant Headteacher: Inclusion.

# How the School works with Other Bodies

The school is committed to working with a range of professionals from Outside Agencies to improve outcomes for young people.

We are happy to work with professionals from Outside Agencies in school as long as our safeguarding procedures are followed and professionals on site follow all of our policies.

If you want a professional that has been privately commissioned to come into the school, this must be discussed with the Assistant Headteacher: Inclusion before any arrangements are made.

We have a history of working with a wide range of Outside Agencies to provide targeted and measureable outcomes for young people. These agencies have included:

* The NHS (Paediatricians, Physiotherapists, Occupational Therapists etc);
* Specialist Teachers;
* Educational Psychologists;
* Extended Schools – Brentwood;
* Emotional Well-being and Mental Health Services (EWMHS);
* Family Solutions;
* Social Care – both child and adult services;
* Virtual Schools;
* Essex Achievement Service;
* Children and Young People with Disabilities Service;
* Essex Police;
* Essex Fire Service;
* Local youth volunteer services;
* Local charity services.

# Arrangements for Handling Complaints from Young People and Parents

The school strives to provide outstanding support to young people and parents at all times. In the rare event that a parent or young person would like to raise a concern about the work of the Faculty of Learning Support, the following protocol should be followed:

1. In the first instance, the Assistant Headteacher: Inclusion should be contacted either in a meeting, by e-mail or by telephone. The Assistant Headteacher: Inclusion will then investigate the issue, report back and make any changes that are deemed necessary.
2. If the complaint is not resolved at this stage, the Deputy Headteacher: Student Well-Being and Support should be contacted either in a meeting, by e-mail or by telephone. The Deputy Headteacher: Well-Being and Support will then investigate the issue, report back and make any necessary changes that are deemed necessary.
3. If the complaint is not resolved at this stage, the Headteacher should be contacted in writing to the school. The Headteacher will then investigate the issue, report back and make any necessary changes that are deemed necessary.
4. If the complaint is not resolved at this stage, the Chair of Governors should be contacted in writing to the school. The Chair of Governors will then investigate the issue, report back and make any necessary changes that are deemed necessary.

The school is fully committed to working with parents and young people to resolves any issues to the satisfaction of all parties.