

SEND Policy and Information Report

Policy Information	
Policy Owner	Head of school
Issue Version	
Approving Committee	School Level Policy
Adopted Date	September 2023
Review Cycle	Annual
Last Review Date	September 2023
Next Review Date	September 2024

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed **CPG Members**
(Chair of Trust)

Date: 7.9.23

1. Introduction

“Empowering The Potential In Everyone”

Courtlands is committed to providing our children with an outstanding educational experience regardless of their individual learning, social, emotional, or mental health challenges. We will provide a sanctuary in which individuality, independence and the joy of learning are celebrated. Learning the skills for a happy and prosperous life will be at the heart of all we do. We will teach our children the value of the relationships between all members of the school family, the wider community and our environment and provide them with a truly special curriculum. We will support all our children to build bridges over any barriers and overcome their difficulties in learning through innovation and application of industry best practice. And most of all, we will put everyone at the centre of their own ‘Learning Journey’ which will prepare them for an independent life in the 21st century.

The Children and Families Act 2014 and Revised SEND Code of Practice (Last issued January 2015) states:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:

“Have a significantly greater difficulty in learning than the majority of children of the same age; or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the, SEND Code of Practice 2015, the school accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN. In this case DfE statutory guidance on ‘Supporting Pupils with Medical Needs’, April 2014 will be followed (refer to ‘Medicines & Supporting Pupils at School with Medical Conditions policy’).

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Pupils with SEN and/or disabilities could have difficulties with one or more of the following categories of need:

- a) Cognition and learning;
- b) Communication and interaction;
- c) Social, emotional and mental health;
- d) Sensory and/or physical.

Our main designation is cognition and learning (specifically moderate learning difficulties) and social, emotional and mental health needs; however we do also cater for children with communication and interaction needs and physical and sensory needs.

Courtlands is committed to supporting pupil's individual needs through a range of personalised opportunities and curriculum offers, thereby allowing them a positive experience to encourage successful learners, confident individuals and responsible citizens.

2. Purpose

- i To provide the best possible experience for all pupils, within a safe, caring and stimulating environment to reduce barriers to learning.
- ii To ensure maximum access and progress for all children.
- iii For all practitioners to be teachers of pupils with additional needs and to differentiate according to the needs of the children in their care.
- iv To meet the physical, emotional, mental health and learning needs of all our children.
- v To involve parents and carers in the implementation of programmes of support.
- vi To involve external agencies as part of the school community in meeting the needs of the whole child.
- vii To monitor progress of all children in order to enable appropriate action to be taken.
- viii To use early identification, assessment and intervention as the key to meeting the needs of individual pupils.
- ix To meet the diverse needs of all pupils ensuring they can access and contribute to the social and cultural activities of the school.
- x To involve children in decision making and problem solving in order to develop appropriate target setting through a person-centred planning approach wherever possible.
- xi To have due regard to the Revised SEN Code of Practice 2015, the Disability Discrimination Act, the Children and Families Act 2014, and other statutory guidance, and that these requirements are implemented effectively within the school.

3. Legal Framework

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

- 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 SEN information report.

4. Roles and Responsibilities

4:1 Appropriately Trained Staff

- Courtlands work to the principle that all teachers are responsible for meeting the individual needs of all pupils that they work with, therefore all teachers and staff are equipped to deal with a diverse range of needs.
- All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role. Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SENCo) or specialist external support services as required.

4:2 Roles and Responsibilities

- The SEND coordinator (SENCo) for Courtlands is Gemma Tully. The SENCo is responsible for supporting, coordinating, monitoring and evaluating the SEND provision as well as supporting and liaising with staff and parents as needed.
- The Lead SEND support assistant is Denise Webber. She supports the SENCo and class staff in coordinating the SEN provision in class bases.
- The Assistant Head for Pupil and Family Support for Courtlands is Kirsty Thistlethwaite. The Assistant Head for Pupil and Family Support supports families and carers and leads the Pupil and Family Support Team.
- The Family and Pupil Support Co-ordinator for Courtlands is Gemma Campbell. She supports families through a variety of ways.
- If you would like to speak to a member of the SEN Team or Pupil and Family Support Team directly please contact the main office on 01752 776848 to arrange an appointment or email courtlands.school@transformingfutures.org.uk

5. What Courtlands Can Offer

5:1 Courtlands SEN Offer

- Identification, Assessment and Monitoring Progress for Pupils with SEND.
- All children at Courtlands have SEND needs that are identified in Education, Health and Care Plans. We know that pupils need additional help if:
 - A child asks for help;
 - Concerns are raised by parents/carers;
 - Concerns are raised by teachers;
 - Concerns are raised by outside agencies;

e) There is lack of progress in any academic or wellbeing area of the curriculum;

f) There is a change to the pupil's behaviour and/or communication.

iii. Courtlands carries out an assessment cycle three times a year. Teachers gather assessment evidence on both academic and wellbeing areas of the curriculum and report this to the assessment leader. The assessment leader meets with class teachers to challenge the progress made and support teachers to plan appropriate provision for the upcoming term. This is then reported to parents via the IEP/report which also gives information on progress made towards specific outcomes. In addition to this, each child has an annual review of their EHCP where progress over the past year is evaluated and additional targets are set where needed. Three times a year, we offer parents and carers the opportunity to meet with class teachers and review learning and progress at formal parent/carer-teacher meetings. On a daily basis, you will be able to see support provided and progress made through our home/school app; Tapestry. Additionally, parents and carers are able to request additional appointments at any time.

iv. An Education, Health and Care Plan will include:

a) The pupil's name, address and date of birth;

b) Details of the pupils' areas of needs and strengths;

c) Identify the desired outcomes and special educational provision necessary to meet these needs;

d) Identify the type and name of the school where the provision is to be made;

e) Include relevant information on the social and/ or health needs and provision

v. The EHCP is reviewed annually in line with the SEND Code of Practice (2015). The annual review should focus on what the child has achieved as well as on any ongoing difficulties.

5:2 What Support Can Courtlands Provide

i. Courtlands believe in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being and above all feeling safe and happy.

ii. Courtlands believe that every child has the fundamental right to access a broad, creative and enjoyable education experience thus enabling them to foster a love for learning.

iii. The school offers a continuum of provision to meet a diversity of pupils' needs.

iv. We assess and identify each pupils' individual needs and an appropriate personalised programme is put in place and reviewed regularly.

v. Class support is available in all classes across Courtlands which is provided by teachers and teaching assistants. This support is sometimes targeted at individual pupils as well as whole groups of pupils

vi. Lessons will be appropriately planned and differentiated to meet the ability and potential of each pupil.

vii. Suitable internal and external support will be put in place as needed to meet a pupil's needs and enable progress to be made. There may be waiting times for some of these services.

- viii. We work closely with a wide range of external providers and services to offer pupils appropriate support to meet their varying needs. We have a dedicated family support adviser who supports families as needed.
- ix. We continuously review and adapt provision as needed in order to best support the child or young person's needs. This is formalized three times a year during IEP reviews which also includes individual provision maps, and once a year during the EHCP annual review.
- x. We offer an extensive transition package for new pupils and support the transition to other settings.
- xi. We support all staff member's knowledge and understanding of SEN through weekly training sessions.

5:3 Involving Families and Pupils

- i. Partnership with families plays a key role in enabling children and young people to achieve their potential. Courtlands recognises that families hold key information and have valuable knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- ii. All families of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- iii. Our families have regular contact from key members of staff involved with their child.
- iv. Families are invited to participate in regular review meetings (at least every term) to discuss progress and support children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the reviews and transition processes when appropriate.
- v. Courtlands use a person-centred planning approach whenever possible when working with a young person.

5:4 Appropriately Trained Staff

- i. Courtlands work to the principle that all teachers are responsible for meeting the individual needs of all pupils that they work with, therefore all teachers and staff are equipped to deal with a diverse range of needs.
- ii. All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role. Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SENCo) or specialist external support services as required.

6. Access to Further Support

- i. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children, although there may often be a waiting list to access these.
- ii. Regular contact is maintained with a variety of outside agencies and professionals to discuss pupils who are deemed to be a cause for concern either socially, emotionally or academically.
- iii. As a direct result of this, many of our pupils may receive additional outside support from services such as; CAMHS, Social Services, the Educational Psychology Service, Education Welfare Service, and Therapists. We also regularly access advice and involvement from SEND Strategic Advice and Support (SENDSAS), Sensory and Physical Outreach services, Occupational Therapy and The Children's Speech and Language Service. These are just some examples.
- iv. Families may also be encouraged to contact independent advice and support services if this would be beneficial for them.
- v. When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.
- vi. The external specialist may act in an advisory capacity towards staff and parents, provide additional specialist assessment or be involved in teaching or observing the child or young person directly.

6:1 The Local Authority's Local Offer

The Local Authority (LA) are obliged to set out their local offer regarding the special educational provision that all early years providers, schools, post -16 providers and other institutions across the LA area are able to provide to children and young people with SEN. The local offer can be accessed here:

<https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/lopage.page;jsessionid=3F582F7803BB8E3D393F41B1229C4E7D?id=SV3QVT5dWiU>

6:2 What If You're Not Happy?

- i. Any formal complaints or concerns that you as a parent may have regarding the provision available and in place for your child should be made in line with Courtlands complaints policy.
- ii. Further details and a copy of the Complaints Policy can be found on the school website.
- iii. Parents should feel free to contact the school to discuss any concerns which will be dealt with appropriately and promptly.
- iv. Please contact the main Courtlands office (on 01752 776848) if you wish to arrange an appointment to see a specific member of staff, or the Headteacher directly.

APPENDIX A: Designation Overview

Courtlands: Our Designation, Our Students “Empowering the potential in everyone”

How does Courtlands know if children need extra help?

Courtlands caters for primary aged children with Moderate Learning Difficulties (MLD), Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.

Every child attending Courtlands has an Education, Health and Care Plan (EHCP) and an Individual Education Plan (IEP). We know if pupils need additional help if: • A child asks for help. • There is a change to the pupil's behaviour and/or communication. • Concerns are raised by parents/ carers. • Concerns are raised by teachers. • Concerns are raised by outside agencies. • There is lack of progress in any academic or wellbeing area of the curriculum.

What should I do if I think my child may have additional special educational needs?

All the children who attend Courtlands have special educational needs and have an Education Health and Care Plan (EHCP). If a parent thinks that their child has a further additional need or their current needs need reviewing, then they should contact the class teacher in the first instance who is responsible for SEND provision in their class. Following this, a member of the school's SEND team will support if necessary and work as a team to address and support any additional needs that have been identified. This may involve seeking guidance from outside agencies. Any new information received from doctors or other agencies will be shared with relevant staff and added to the individual child's provision.

How will I know how Courtlands supports my child and how well they are doing?

At least once a year an annual review of every child's EHCP takes place where information about progress towards both EHCP outcomes and academic attainment is shared and formally reported to parents/carers and the local authority. Throughout the year, all EHCP outcomes are tracked through an Individual Education Plan (IEP) which includes a map of the provision the child receives to meet the identified needs. Three times a year, formal reviews of the IEP take place and are shared with parents and carers alongside a report of academic progress. Parents and carers are formally invited to attend a meeting with the class team to discuss the IEP and progress made at each of these three points in the year.

All families are given access to an online App (Tapestry) which allows for contact between home and school. Work and photographs of learning are regularly uploaded to share learning experiences with families and there is a direct messaging facility allowing regular direct contact between home and school. In addition to this, staff will phone home with information as necessary and parents and carers are welcome to contact the school at any time to request a call back or meeting with the class team.

How will the curriculum be matched to my child's needs?

Our curriculum is specifically designated for children with Moderate Learning Difficulties (MLD), Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs. Teachers plan from children's assessed levels ensuring work closely matches children's ability, learning needs, communication capabilities and emotional wellbeing. Pupil progress meetings are held three times a year between the deputy head and the class teacher. These provide an opportunity to rigorously analyse the progress of the children and are a useful way of highlighting any potential concerns in order for further support to be planned. Please see our curriculum policy for more details.

How will you help me to support my child's learning?

The class teacher can suggest additional ways of supporting your child's learning and will do this via annual reviews, IEP meetings, messages on Tapestry, or by telephone or email. If you would like any additional support we can arrange for one of the team listed above to contact you about needs that can be about specific learning concerns or concerns around access to learning such as mental health, behaviour or communication. In addition to this, we hold regular parent workshops and coffee mornings that provide a forum for advice and ideas to be exchanged. Sometimes these sessions include invited guests with expertise in particular areas of SEND.

What support will there be for my child's overall wellbeing?

Given our SEMH designation, the school offers a wide variety of support for pupils who are struggling with their social, emotional and mental health needs. Our curriculum is based on emotional wellbeing and includes lessons that help the children to understand and support their social, emotional and mental health needs. In addition to this, we also offer targeted support through our onsite experts, SEND team interventions, commissioned therapists and links with external agencies.

Appendix B:

Statement of Provision 2023-24 “Empowering the potential in everyone”

A full-time place at Courtlands will provide:

- A school day from 9am to 3.10pm that provides a broad and balanced range of social, academic, and personal development opportunities to stretch, challenge and engage students with a range of educational ability, aptitude, needs and areas of interest.
- Students are taught in groups of between 8 to 10 based upon their learning levels, needs and social interaction skills; each group will have a minimum adult/student ratio of 1:5.
- A group timetable personalised to enable access to sensory breaks, withdrawal space and adult support outside of the classroom as required.
- Environments for learning with areas designated for independent exploration, nurture support, creativity, role play, outdoor learning as an integral part of the curriculum delivery.
- High expectations regarding learning and social behaviours with a focus on developing skills and strategies to thrive independently in a real-world setting.
- As a special school for children with Moderate Learning Disabilities we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future life and learning.
- A regular and consistent curriculum strand focused on wellbeing, physical and mental health, relationships, safety, and citizenship is threaded throughout every curriculum area.
- Targeted provision to support students throughout their time at Courtlands includes access to a range of therapeutic interventions such as play therapy, emotion-based interventions, social skill support and learning outside the classroom.
- A broad and balanced curriculum that follows the national curriculum.
- A tailored curriculum model, in the context of the age, stage and development of individual students and the year and school cohorts, that enhances skills, deepens knowledge, and enables some students to achieve some qualifications, successfully preparing them for Secondary School and adulthood.
- A blended academic and therapeutic curriculum tailored to the needs of each student to include input from commissioned Occupational Health, Speech and Language Therapist, Educational Psychologist and Communication & Interaction Specialists.
- Therapeutic environment and resources with all staff trained in de-escalation and specialist support strategies for students with additional needs based on a PACE model.
- All possible adjustments to our physical environment and resources to meet the needs of students enabling them to achieve within the framework of our curriculum and KS2 qualification requirements.
- If eligible for school transport, this will be provided by Plymouth City Council or the relevant local authority transport provider for your area.
- For further information on how we ensure that teaching and learning is designed with the children in mind please see our curriculum intent and implementation: [Courtlands School - Curriculum Intent & Implementation \(transformingfutures.org.uk\)](https://transformingfutures.org.uk)

Further Information:

Courtlands Website: [Courtlands School](#)

Plymouth SEND Local Offer: [Local Offer](#)

SEN Code of Practice: [SEN CoP \(DfE\)](#)

PIAS (Plymouth Information Advice and Support Service): [PIAS](#)