SEND Policy

1. Introduction

1.1 Purpose of the Policy

This policy outlines the principles and approaches Willow Tree Community Classroom utilizes to support students with Special Educational Needs and Disabilities (SEND). It is designed to ensure that SEND students have access to tailored educational opportunities that facilitate maximum academic and personal growth.

1.2 Scope

This document applies to all staff and students within the educational programme, outlining support mechanisms for SEND students.

1.3 Legal Framework

The policy adheres to the Children and Families Act 2014, the SEND Code of Practice 2015, and the Equality Act 2010, ensuring legal compliance and the promotion of inclusive practice.

2. Identifying Special Educational Needs

2.1 Definition of SEND

In line with the SEND Code of Practice 2015, SEND pertains to learning difficulties or disabilities that significantly hinder a student's ability to learn compared to peers.

2.2 Early Identification and Assessment

Early identification through initial assessment and regular monitoring by educators helps in promptly addressing any learning barriers. Further assessments may involve collaborations with external professionals if complex needs are suspected.

3. The SEND Provision

3.1 General Principles

Willow Tree is dedicated to providing a differentiated and accessible learning environment for all learners, particularly those with SEND.

3.2 Creating an Inclusive Learning Environment

We use personalised teaching methods, assistive technologies, and flexible learning materials to meet diverse learning needs.

3.3 Individual Education Plans (IEPs)

IEPs are crafted for SEND students to set specific educational targets and outline support strategies. At Willow Tree, these plans are an optional support system agreed upon between Willow Tree and parents/carers. These plans are reviewed and updated periodically in consultation with learners and their families.

4. Working with Parents and Carers

4.1 Engagement and Communication

We engage parents and carers in the educational process, regularly updating them on progress and collaborating on strategies to support their child's learning.

4.2 Complaints Procedure

A clear procedure is in place for parents and carers to express concerns about the SEND provision, ensuring their feedback is addressed promptly and effectively.

5. Staff Development and Training

5.1 Professional Development

Staff receive ongoing training on SEND awareness and strategies for effective support, ensuring the high quality of education provided.

5.2 Resources

Necessary resources, including specialised teaching materials and equipment, are made available to enhance the learning experiences of students with SEND.

6. Monitoring and Evaluation of SEND Provision

6.1 Regular Reviews

The effectiveness of SEND support is regularly assessed through feedback from learners, parents, and staff, alongside the review on IEPs where appropriate.

6.2 Success Indicators

Key indicators include academic improvement, increased engagement in learning activities, and positive stakeholder feedback.

7. External Support Services

7.1 Collaboration with External Agencies

We collaborate with healthcare, educational, and social services professionals to provide a comprehensive approach to support each student effectively if parents/carers express a desire to do so.

7.2 Transition Arrangements

Supportive measures are implemented to aid learners during key transitions such as changing educational levels or programs if requested by parents/carers.

8. Policy Review and Revision

8.1 Review Schedule

This policy is reviewed annually to ensure its continued relevance and effectiveness, acknowledging changes in legal standards and educational practices.