



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Person(s) Responsible: Senior Leadership Team

Display/availability: Website/
From the School on request

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Special Educational Needs & Disability (SEND) Policy 2021



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Our learners are at the centre of everything we do and we advocate personalised methodologies through our highly differentiated curriculum and approaches. We provide a secure, enjoyable and stimulating place to learn where learners have opportunities to take risks with their learning and develop skills, knowledge and understanding for life beyond the school gate.

The Learn to Live Federation is committed to our Vision:

Everyone will be the best that they can be
Everyone has a voice
No-one is excluded

We believe that **all** learners are entitled to equitable access to rich and inspiring learning opportunities, encompassing the full range of curriculum areas within the Early Years Foundation Stage, National Curriculum, Entry Level and Life Skills.

This is achieved through

- person centred processes that allow a deep understanding of each individual;
- close working with families; and
- skilled differentiation and delivery of learning opportunities by exceptional teaching and support staff

Learning is carefully tailored to suit learners who may have severe learning disabilities (SLD), profound and multiple learning disabilities (PMLD) and/or complex needs including Autism Spectrum Condition (ASC); Communication Disorders, sensory needs, physical needs and/or Social Emotional Mental Health needs.

Having learning disabilities means the child/young person may find it hard to understand, learn and remember new things. They may also have problems with a range of things such as communication, being aware of risks or managing everyday tasks. Many also have additional impairments of vision, hearing and movement as well as other challenges such as epilepsy or autism, adding to their difficulty in gathering and using information from the world around them. This means that each learner needs the combined skills and knowledge of a range of professionals, (teachers, advisory teachers, therapists, advocates and other specialists), listening carefully to them and working closely with their families, to design bespoke learning programmes.

The **purpose** of these learning programmes is to:

- Nurture talent and ambition
- Empower communication and decision making
- Ensure that learners have access to high quality provision as laid out in their Education Health Care Plans (EHCP's)
- Ensure that all needs are met through high quality teaching and personalised provision.

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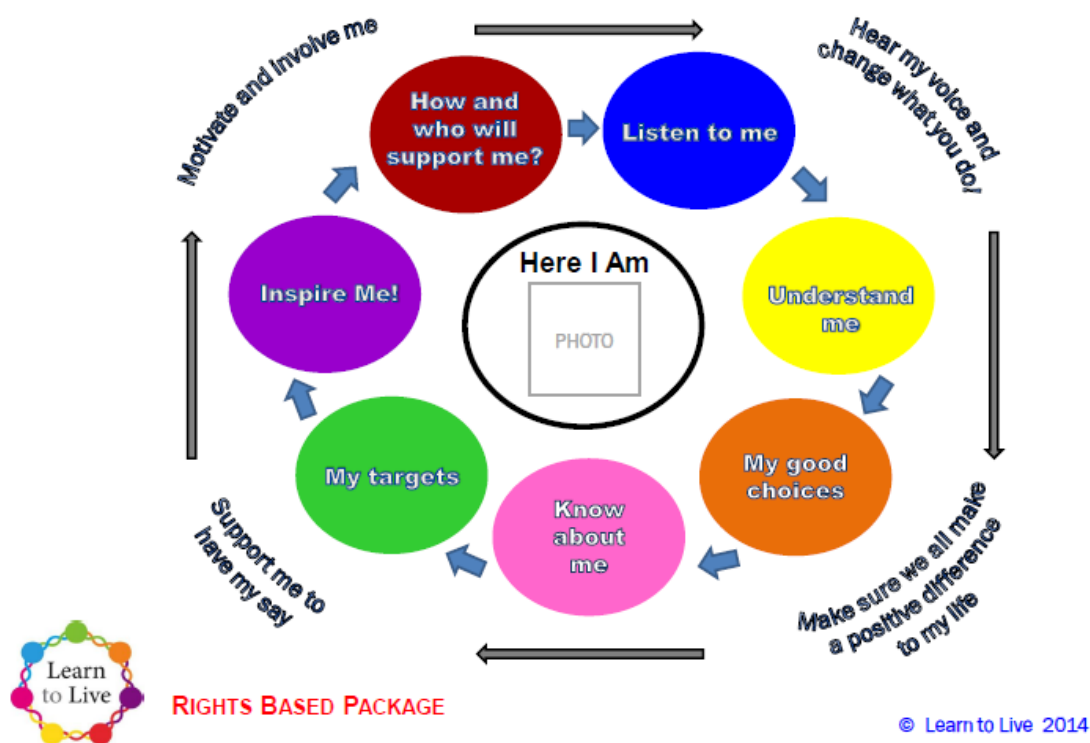
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PROVISION

The foundation of our provision is the Learn to Live Rights-Based Model of Self Direction.



Learn to Live is based on a set of rights supported by practical tools and processes that are designed to ensure every learner can access them. Every child or young person in our federation has a Core Promise of rights:

- the right to be listened to, (e.g. by using a process called “Listen to Me” and holding annual Person Centred Reviews);
- the right to communicate, (e.g. through Communication Profiles, IT to support communication and additional Speech and Language Therapy provided by the school);
- the right to be helped to make good decisions (by having opportunities to choose and to learn about decision making, through excellent behaviour support systems and Good Choices Plans);
- the right to be known as an individual, (through one page profiles, very close working with families, staff training in understanding the needs of individuals);
- the right to inform plans and targets made for them, (through termly Home:School agreement meetings where families, school and the learner work together to set short term targets and by supporting young people to assess their own learning);
- the right to be inspired (by a highly motivating curriculum and a broad range of additional activities, residential adventurous opportunities, inclusion and work experience for older students); and

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- the right to have a plan that meets their needs, (this includes a personal transition budget in FE).

There are 4 important principles that support these rights:

- **Support me to have my say:** Each school employs a Lead Advocate, who run advocacy services to ensure individuals have the help they need to have their voice heard. The student council in each school has a budget and elected student representatives. They are involved in monitoring the School Development and Innovation Plan (SDIP), teacher recruitment and key decisions, such as building projects. Advocacy Champions across the schools, trained and supported by the Advocacy Leads, ensure the voice of learners is heard in all contexts, not only in discrete advocacy sessions.
- **Hear my voice and change what you do:** The school exists solely for learners and their families and needs to change and develop according to their needs. Information about what is and isn't working for children/ young people and their families is collected every year from the annual person centred reviews, and used to inform the Federation Development and Innovation Plan.
- **Motivate and involve me:** What are the things that make every individual "tick"? How can we use this to get them interested in their learning? By working closely and respectfully with families and by understanding different learning styles, we can find the "twinkle" in every child/ young person and help them to achieve their potential.
- **Make sure we all make a positive difference to my life:** we need to think about the impact that learning is likely to have on the future life chances and choices of our learners: "Will I get a job/live independently/with support? Keep in touch with my friends and make new friends?" "Will I feel good about myself and will others understand and respect me?" Our leavers always leave school with a solid plan and a carefully-considered set of next steps that they and their family have been fully involved in. Many achieve external accreditation and some achieve certificates, such as GCSE. All have experienced respect, choice and opportunity.

All practitioners will actively identify and respond to the ever changing needs of our learners. Each learner will be taught in a small group within a class or tutor group led by a qualified teacher who will be continually enhancing and developing their teaching skills through high quality professional development. Each class group will be supported by at least three Teaching Assistants who also access continual learning and development, linked to the needs and aspirations of learners.

Specialist personnel, from within each school, drawn from the federation, co-located from other agencies or sought out and bought-in specifically, will work closely together and with families, to address the specific needs of learners. Specialist services may include:

- Teachers with QTVI (Qualified Teachers of the Visually Impaired)
- Teachers with MSI qualification (Multi-Sensory impairments)
- Lead Advocates and advocacy champion teams

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- Speech and Language therapy
- Children and Family Services teams
- Rural Skills team
- Inclusion and Work Experience teams
- Outdoor Education Team
- Communication and Decision- making Team
- Nursing support and co-located specialist paediatric nurses
- Occupational Therapy support
- Co-location Physiotherapy personnel
- Complementary therapies arranged on an individual basis if shown/likely to be impactful for a learner

Class teachers will liaise with specialists and families in order to provide an integrated provision. Learners will have access to equipment/resource items that will address their individual requirements. Learners will have access as appropriate to the hydrotherapy pool as well as Northbrook and Totnes swimming pools.

Each school has specialist learning environments such as sensory rooms, a VI room, and facilities for Rebound therapy. As well as very well developed outdoor learning opportunities, including horticulture, small animal care and rural craft opportunities, there are also opportunities for offsite learning e.g. residential trips (including travel to other countries), horse riding, travel training, donkey sanctuary, work experience. All opportunities are tailored to meet the needs of the individual.

Emotional and social development is intrinsic across the curriculum within all key stages. Student voice and Advocacy, Transition planning, physical and health needs and 'Listen to me' information from the annual person centred reviews will be used to inform the young person's curriculum planning. Active School Councils will feedback to senior leaders and Governors regularly. The students will be empowered and influence strategic planning. Specific student monitoring statements will be included in the Federation Development and Innovation Plan and facilitate their involvement and discussion in monitoring impact for learners.

Easy-read, learner-accessible key policies are under development to ensure learners know and can independently access, information contained in them. This includes the Safeguarding and Curriculum policies.

As a federation we understand the significance of planning for smooth transitions throughout school life.

Each learner has a transition passport to support moving between phases of education and in preparing for adulthood. All learners have a personal learning programme which is driven by what is important for them and to them both now and in terms of future outcomes. Children and young people are supported to be independent, make choices and lead their own learning wherever possible. They are also supported to learn new skills and transfer existing skills into wider community settings. There is a strong emphasis on work experience, work related

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learning and working towards potential employment opportunities for our young people in the future.

IDENTIFICATION AND ASSESSMENT

All learners attending the federation schools will have an Education Health and Care Plan (EHCP) prior to school entry unless in exceptional cases. This will be used to inform baseline assessments together with information from previous placements, class observations and discussions with parents.

Each learner will have a Person Centred Home School Agreement setting out their personal targets. Each pupil will also, as a class member, be working on the class group programme in all areas of the Early Years foundation stage, National Curriculum, Entry level and life skills curriculum. Both individual and class programmes will be discussed with parents at the beginning of term and evaluated by all at the end of term. The programmes will provide each learner with a broad and balanced curriculum.

Each learner has an entitlement to a set of Person Centred processes known as the Core Promise, as described above. This comprises a Person Centred annual review and action plan, one page profile, communication plan, a personalised Home/School Agreement, decision making development opportunities and, in their final year, a personal resource allocation. Learners are involved in all elements of their education and are encouraged to be actively involved in decision making targeting and assessment whenever possible.

The progress of individual learner experiences and achievements will be recorded using schools' evidence-based assessment procedures and robustly monitored by core subject leaders and senior leader team. The strategic use of person centred planning data will be used to target school development so that learner needs are reflected and their aspirations supported. A senior teacher and a senior leader with responsibility for commissioning, work together to actively ensure provision for pupils eligible for Pupil Premium support is at least equitable.

PARTNERSHIPS

The Learn to Live Federation is committed to working in partnership with our families to help learners achieve their aspirational outcomes, develop their independence, celebrate their achievements and prepare for their next steps.

Curriculum leaders will be encouraged to seek the advice of experts such as advisers and educational psychologists with regard to curriculum content, style and delivery. Liaison and advice will be sought from other agencies, such as care managers, social workers and respite facilities. It is expected that class teachers will build a partnership with their class groups and individual parents, as well as links to other schools and settings.

Whenever appropriate, learners will have the opportunity to link with a mainstream school, for purposeful and meaningful inclusion placements preferably within their home locality.

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As a Federation and a Strategic Partner of SWIFT (Devon's Teaching School Hubs), we are committed to continuous professional development for all our staff to ensure they have the skills, knowledge and understanding to support our learners. All teaching and non-teaching staff will be given appropriate training which will be specific to the needs of the pupils within the Federation. The content of the training will be agreed by individual consultation, in response to learner need and expertise as well as outcomes identified in our Federation Development and Innovation Plan.

Specialist training and support needed to meet learner needs will be identified through EHCP analysis by a commissioner who ensures this is in place, either by externally purchasing support or incorporating training in to the Federation staff training plan. We also have access to a wide range of staff with specialist knowledge and qualifications e.g Visual Impairment, Speech and Language, Sensory Integration, Behaviour Support, Advocacy, Autism and others.

We welcome multi-professional involvement to provide the best possible support for our learners, maximising impact upon and benefitting the provision we make for each child and young person. We will work closely and collaboratively with any agencies involved with our learners. We will follow strategies and support programmes as recommended so that a multi-agency approach can further our work.

There are trained Designated Safeguarding Leads on all sites to ensure that pupils are effectively protected from harm. Safeguarding across our schools is considered everyone's responsibility and as such our schools aim to create the safest environment. There is an expectation that all agencies work to the ethos of partnership working and a person centred approach. Each school has a support services team who facilitate these links.

SEND provision across the Federation is overseen by the Teaching and Learning Senior Leadership Team and Governing Body through monitoring evaluation and visits. As a Devon Special School we work closely with DCC who oversee our provision and the admissions process to our schools.

The Governing body will evaluate and monitor the effectiveness of provision made for all learners within the Federation via learning walks, evaluation days, scrutiny of evidence provided from across the schools and through targeted meetings linked to the appropriate portfolio.

We ensure a robust complaints system is in place to deal with any issues raised. If parents are unhappy about the education content or other provision available in the Federation, they will be encouraged in the first instance to voice their concerns to the class teacher. If issues remain unresolved, parents should refer then to the Executive Head, either in writing or by email. If they do not feel a satisfactory outcome has been arrived at, parents should be referred to the school's policy on complaints.



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Please see the following attached appendices:

1. [Learn to Live Organisation Chart](#)
2. [Learn to Live Rights Based Package Diagram](#)