



Policy Name	SEND
Relevant To	Federation <input checked="" type="checkbox"/> Bidwell Brook Only <input type="checkbox"/> Ellen Tinkham Only <input type="checkbox"/>
Type of Policy	Model <input type="checkbox"/> School <input checked="" type="checkbox"/>
Name of Policy Holder	Nikki Burroughs
Subject/Department	Teaching & Learning
Approved By	Full Governing Body <input type="checkbox"/> CBT Governors <input type="checkbox"/> T&L Governors <input checked="" type="checkbox"/> SLT <input type="checkbox"/>
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Date of Next Review	Summer Term 2027

Our learners are at the centre of everything we do and we advocate personalised methodologies through our adapted 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

The development and review of the Federation SEND Policy contributes to a clear and shared vision of our purpose in learning which enables each school to effectively meet the needs of all pupils in the fulfilment of our aim to welcome and develop partnerships with parents, carers and a range of professionals with whom we can share advice and develop best practice.

Aims and Objectives

We believe that **all** learners are entitled to equitable access to rich and inspiring learning opportunities, encompassing the full range of curriculum areas so that we:

- prepare pupils for their future lives
- enable pupils to be happy, successful and keen to learn
- provide our pupils with a variety of quality educational experiences in all aspects of life
- enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices
- enable pupils to build in confidence, develop self-esteem, self-reliance and make informed choices
- encourage the development of good social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others
- develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

This is achieved through:

- person centred processes that allow a deep understanding of each individual;
- close working with families to ensure they are actively involved in all aspects of their Children's learning and care;
- skilled adaptation and delivery of learning opportunities by teaching and support staff
- providing a safe and happy environment in which pupils can work towards being the best that they can be.
- Providing staff with continued professional development to develop SEND pedagogy and skills to meet the needs of our pupils.

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.

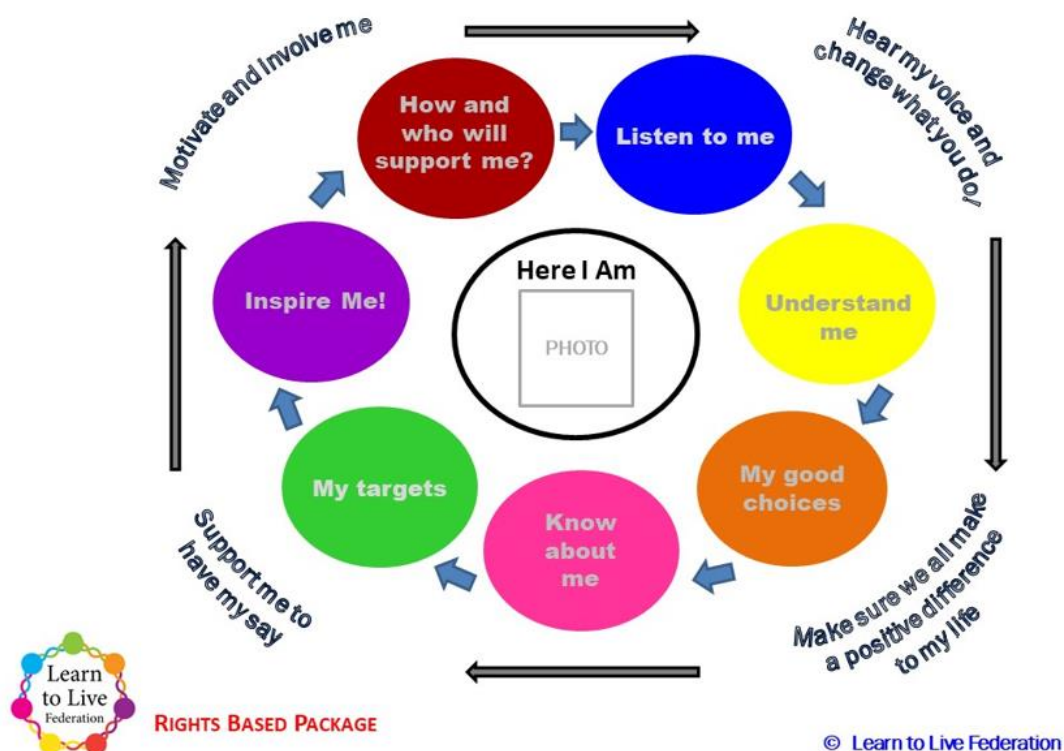
Having learning disabilities means the child/young person may find it hard to understand, learn and remember new things. They may also have problems with a range of things such as communication, being aware of risks or managing everyday tasks. Many also have additional impairments of vision, hearing 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.

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 NHS SALT);
- the right to be helped to make good decisions (by having opportunities to choose and to learn about decision making and through excellent behaviour support systems);
- 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 motivating curriculum and a broad range of additional activities, adventurous opportunities, inclusion and work experience for older students); and
- the right to have a plan that meets their needs.

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 elected student representatives. They are involved in creating the Federation Development and Innovation Plan (FDIP), 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 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. 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 practitioner who will be continually enhancing and developing their teaching skills through high quality professional development. Each class group will be supported by 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:

- Lead Advocates and advocacy champions
- Speech and Language therapy
- Children and Family Services
- Rural Skills
- Inclusion and Work Experience
- 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 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, horse riding, travel training, 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.

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

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.

Identification and Assessment

All learners attending the federation schools will have an Education Health and Care Plan (EHCP) prior to school entry. 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 and decision-making development opportunities. 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. Teachers and a named senior leader 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.

Staff Development

As a Federation and a Strategic Partner of SWIFT (Devon's Teaching School Hub), 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, 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 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.

Behaviour and SEN

At the Learn to Live Federation, we ensure our environment, relationships and approach place emphasis on developing, nurturing and teaching preferred behaviour (safe, responsible and respectful). Relational Practice is a key aspect of our behaviour strategy. Within attuned relationships with staff, pupils can have positive experiences of connection, protection, being understood and being cared for and this is vital for development of regulated behaviour responses.

Where behaviour is unsafe, inappropriate or has a negative impact on the learning environment, staff ensure they connect meaningfully with the pupil before they attempt to support, regulate or correct the behaviour. Staff do not focus on sanctioning inappropriate or unsafe behaviours, but where developmentally and cognitively appropriate, natural consequences are used order to make students aware there are repercussions for unsafe or inappropriate behaviour.

We closely monitor and track pupil behaviour within our schools'. Where a pupil's behaviour support needs exceed our universal provision, pupils have individual Positive Behaviour Plans that detail strategies and protocols that support individual behaviour needs. Plans ensure that these strategies are used consistently and effectively by all staff working with the pupil.

Positive Support Plans operate in the context of a curriculum. The curriculum should strive to provide an instructional context within which a student performs motivating, rewarding, functional and age-appropriate acts in a variety of natural domestic, vocational, recreational and community settings. Wherever possible, students should be involved in the development and implementation of their Positive Support plans; to empower them and to ensure they have a voice at times of vulnerability.

Staff are provided with regular training on supporting behaviour, including training on Positive Behaviour Support through Team Teach Training. Team Teach is a BILD accredited framework that focuses on de-escalation and risk reduction, whilst also training staff to safely use restrictive physical intervention in cases where a pupil poses a significant risk to themselves or others. Staff are trained by on-site trainers who are able to support them on a day-to-day basis, to ensure they feel confident and empowered to enact their training effectively.

Equal Opportunities

Across the Learn to live Federation, we believe in the moral, as well as the legal entitlement, of all pupils and staff to have equality of access to teaching, learning, resources and opportunities, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (please see our Equal Opportunities Policy).

In all activities, positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans are adapted to meet the needs of all pupils and will reflect and celebrate worldwide cultures as well as those of the local community.

SEND Policy and Safeguarding

Safeguarding and child protection is **everyone's** responsibility. We are aware that the young people who attend our schools' may be particularly vulnerable, due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open, supportive and constructive challenge.

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.

Further Information

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 Head of School or 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 federation policy on complaints.