



Special Educational Needs and Disability Policy

<p>Legislation and guidance</p>	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated 2015) and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none"> • 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 and The Special Educational Needs and Disability Regulations 2014 which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report • Equality Act 2010: Advice for schools DfE <p>This policy should be read with reference to our Equality and Accessibility Policy and Teaching and Learning Policy</p>
<p>Tulip Academy Spalding overall aims</p>	<p>Our mission of Making every Moment Matter puts learners first, prepares them for their future and develops knowledge and skills which will allow them to thrive in adult life.</p> <p>At Tulip Academy Spalding we aim to create an environment that meets the special educational needs of each pupil and to ensure that the needs of all of our pupils are clearly identified, assessed and provided for.</p> <p>Our focus is to enable all pupils to access a broad and balanced school curriculum.</p> <p>We work hard to ensure that parents/carers play a key role in supporting their child's education and that our pupils have a voice in this process.</p>
<p>Our Vision</p>	<p>Our overall vision is to create a first-class infrastructure that influences education and enables outstanding and lifelong learning. We are a positive learning community working together to unlock potential.</p> <p>Our curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding progress in all areas of learning. Learning opportunities are planned in direct response to individual pupil needs with a focus on preparing them for the next stages of their lives.</p>



<p>Aims of the SEND Policy</p>	<ul style="list-style-type: none"> • To ensure that all our pupils have access to high quality provision that has been outlined in their Education, Health and Care Plan (EHCP). • That all those professionals involved have the opportunity to actively identify and respond to the needs of the pupils. • To ensure that all systems and practices support our vision and intent. • To assure that all our pupils needs are met through high quality teaching and personalised provision.
<p>Provision</p>	<p>At Tulip Academy Spalding, the provision that we offer is personalised and tailored to meet the individual needs of all our pupils.</p> <p>Tulip Academy Spalding comprises of two Spalding-based campuses, Waterside Campus (11-16) and Springview Campus (3-19).</p> <p>Our school community includes learners with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Autistic Spectrum Conditions, ADHD, Sensory Needs, Physical Needs, and/or Social, Emotional, Mental Health Needs.</p> <p>All of our pupils have an Educational, Health and Care Plan. Applications to the school are determined by the Local Authority.</p> <p>The learners' primary need, as identified in their EHCP, is used to decide the appropriate curriculum pathway formal, semi-formal, pre-formal or informal. The school offers a bespoke, broad and flexible curriculum to allow deep learning within each pathway, incorporating advice and therapies from all professionals involved with the pupils.</p>
<p>Educational inclusion</p>	<p>Within the school we aim to offer excellence and choice to all our pupils, whatever their ability or needs.</p> <p>We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and engagement. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that our pupils:</p> <ul style="list-style-type: none"> • Have different educational, emotional and behavioural needs and aspirations. • Require different strategies for learning and engagement. • Acquire, assimilate and communicate information at different rates. • Need a range of different teaching approaches, experiences and assessment tools to measure progress.

	<ul style="list-style-type: none"> • Communicate in different ways using a variety of strategies • Have English as their second language
Working in Partnership with Parents/Carers	<p>We encourage an active partnership through an on-going dialogue with parents/carers.</p> <p>Parents and carers are encouraged to work alongside staff and be involved in the education of their child. They are encouraged to attend different events such as Open days as well as their child's Annual Review EHCP meeting, to discuss progress and individual targets. We take into account the parents/carers concerns and we ensure that everyone has an understanding of the agreed outcomes.</p> <p>The home-school agreement is central to this. Pupils in the Early Years, pre-formal and semi-formal pathways at our Springview Campus, use the Evidence for learning systems which allow images and reports to be tracked to show progress.</p> <p>All pupils have a home-school book/planner for sharing information.</p>
Pupil participation	<p>We encourage our pupils to take responsibility and to make decisions. This is part of the culture of our school and relates particularly to the election of the school council, and their involvement in the school decision-making.</p> <p>Our pupils are involved at an appropriate level in setting their personal targets and are encouraged to make judgements about their own performance in lessons. We recognize and celebrate success in any aspect of school life.</p>
The Annual Review Process	<p>The Education, Health and Care Plan is reviewed annually. The review process allows for any amendments to be made to the EHC plan in relation to Education, Health and Care to ensure that it is up to date for the individual and their needs.</p> <ul style="list-style-type: none"> • All interested professionals are invited to attend or send reports for the review meetings. • The meetings are chaired by a Senior Leader or SENCO • The reviews are conducted following the recommendations of the Code of Practice issued by the DfE. • Where appropriate pupils are encouraged to attend their own annual review and express their views and opinions. • Parents/carers or the School can request an early review if necessary, to be approved by the caseworker. <p>The decision to amend an Education, Health and Care Plan, or funding allocation is made by the Local Authority although the school will make recommendations based on evidence gathered in school.</p>



<p>Partnership with outside agencies</p>	<p>We are committed to working in partnerships with other agencies to support the needs of our pupils.</p> <p>We work collaboratively with Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists, Sensory Education Support Team (SEST) and follow strategies and support programmes as recommended. At Tulip Academy Spalding, we also work closely with Social Care, the Lincolnshire children's Safeguarding Partnership, The Early Support and Care Coordination Team (ESCO), The children and Adolescent Mental Health Services (CAMHS), Healthy Minds, Autism Outreach and Portage.</p>
<p>Allocation of resources</p>	<p>The Headteacher, Deputy Headteachers and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision as stated within a pupil's EHCP. The Headteacher informs the Local School Board of how the funding allocated has been used.</p>
<p>Access to the curriculum</p>	<p>All our pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:</p> <ul style="list-style-type: none"> • Understand the relevance and purpose of learning activities; • Experience levels of understanding and rates of progress that bring feelings of success and achievement. <p>Pupils may be taught 1:1, in small groups or whole class depending upon the activity. Alternative Provision may also be available where appropriate.</p> <p>All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher/instructor and a teaching assistant where applicable.</p> <p>Every pupil has their own EHC related targets and Personal Learning Goals which identifies long term and short-term objectives. Target setting, which is employed through a small-steps approach; feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that our pupils experience success.</p> <p>Our aim is to provide a curriculum that is relevant, broad and helps our pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.</p>
<p>Transitions to Tulip Academy Spalding</p>	<p>At Tulip Academy Spalding, we recognize the importance of a successful transition into school. Pupils and families new to the schools are invited to a Transition Meeting prior to their start date where a personal plan is drawn up with a range of different internal and</p>



	<p>external professionals. This ensures that the relevant support is given to enable the learner to achieve their EHCP outcomes. There isn't a fixed model but all families and pupils can expect some of the following:</p> <ul style="list-style-type: none"> • Assigned lead professional who will oversee the transition process. • The lead professional will consult with all relevant external agencies to ensure the school have all relevant documentation prior to the meeting. • A series of transitions meetings that might include home visits. • Where possible Tulip Academy Spalding lead will attend the learners' annual review with current school. • Learners entering the school might be offered a staggered entry after a discussion with families and agencies, regardless of their age.
<p>Transition within Tulip Academy Spalding</p>	<p>Transition within school is carefully planned and every pupil is supported with the changes they may encounter.</p> <p>From Year 9 onwards, a Careers Advisor is involved to support parents/carers and works with the pupils to begin conversations about next steps.</p>
<p>Transition from Tulip Academy Spalding</p>	<p>Transition is discussed with parents/carers and our pupils. With the support of staff, a plan is put in place for the most appropriate next steps. We work hard to ensure that all our pupils can communicate effectively, feel confident in their new environment and are prepared for adulthood.</p> <p>We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.</p> <p>For our learners in Post 16, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support their transition into adulthood.</p> <p>We assist in applications, taster days and planned transitions for students in Year 11 and 14.</p>
<p>Monitoring and Review</p>	<p>SEND Provision is overseen by Headteacher, Deputy Headteachers and SENDCO. Collectively they meet to summaries of the impact of the policy on the practice of the school. Chair of Local School Board is scheduled for regular visits, to challenge and ensure best practice.</p> <p>Every learner's provision is monitored through their regular personal targets review and the Annual Review of the their EHCP.</p>



	<p>All subjects and planning are monitored by Deputy Headteachers.</p> <p>The policy will be reviewed by the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year.</p> <p>It will be approved by the Local School Board.</p>
Staff Training	<p>As a Special School, we are committed to continuous professional development for all staff to ensure that they have the skills, knowledge and understanding to support all our learners.</p>