

<b>Policy document control box</b>	
Policy title	<b>SEND Policy</b>
Policy owner (including job title)	Michelle Williams (Headteacher)
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RBAir approving body	Red Balloon of the Air (RBAir) Trustees
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Signed by Headteacher	
Date signed	
Signed by Chair of Trustees	
Date signed	

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## **Purpose**

This policy ensures that Red Balloon of the Air is committed to offering an inclusive and tailored curriculum to meet the social, emotional, health and learning needs of all young people joining the organisation.

This policy aims to show:

- how RBAir supports and makes provision for young people with special educational needs and disabilities (SEND)
- how resources and roles and responsibilities of staff are effectively organised to meet a range of complex needs
- how the admissions and SEND monitoring process ensures that the young person has the best opportunity to make progress against agreed outcomes

## **Scope**

The headteacher, supported by Trustees, ensures that the provision effectively meets the needs of all students referred to RBAir and that centre practice complies with the requirements of the SEND Code of Practice.

The Lead SENDCo, has delegated responsibility for strategic developments in SEND and has operational oversight of procedures and practice related to SEND across the organisation. Most of the young people accessing provision at Red Balloon of the Air have Education, Health and Care Plans and have identified learning needs. Some students have not formally been designated as SEND, however, as is stated in the Code of Practice (2015), all students at RBAir will be viewed as such, as their needs have not been met in a mainstream provision.

## **Policy Statement - SEND and the Principles and Practice of Red Balloon of the Air**

RBAir SEND systems and procedures form the core of the monitoring and reporting framework for RBAir and ensures that; firmly held principles of the organisation are working to the greatest benefit to the young person, the curriculum offer is developed alongside the students' wants and needs and, facilitates parental involvement in a meaningful way.

The approach to learning at RBAir is based on a holistic view of the young person, their family and the influence of past experiences of education and therefore follows three tenets to support young people in accessing appropriate learning:-

- Tailored academic teaching helps a student re-engage with and think positively about learning and appropriate individual strategies are used to ensure each student is enabled to reach their academic potential.
- A focus on wellbeing and support for students with Social, Emotional and Mental Health (SEMH) difficulties enables individuals to understand and manage difficulties more successfully and over time, moves them towards greater independence and resilience.

- Provision of direct support for both students and their families, at home and in the learning environment, helps to promote self-esteem and develop community engagement. Staff endeavour to build confidence in learners, in order to overcome barriers, to re-engage with peers and others and participate in routine interactions required for social inclusion.

## **Student Voice**

A core element of RBAir practice is to work with young people to develop their decision-making skills and sense of personal agency. RBAir aims to provide conditions where a young person feels enabled to express their opinions, wishes and needs. Young people can feel disempowered if they have been in a dysfunctional situation in previous schools. Therefore sessions with fully qualified therapists form an integral part of the programme to focus on the development of the individual and strengthen their voice.

## **Roles and responsibilities**

The Headteacher and Lead Trustee for SEND (Appointment to be made) will support the Lead SENDCo in formulating strategic plans for best practice and will recognise the statutory responsibilities regarding SEND in relation to the Code of Practice that must be adhered to.

The SEND Code of Practice requires all staff to be fully aware of RBAir's procedures for identifying, assessing and making provision for pupils with special educational needs, therefore all members of staff will receive appropriate training and guidance.

The Headteacher, Lead Trustee and Lead SENDCo will, through Leadership structures and staff development disseminate the following recommendations of the revised Code of Practice 2015 :

### **The SENDCo**

The Lead SENDCo will work closely with the Headteacher, Lead Trustee for SEND and the SEND team, to ensure that RBAir commits to the SEND Strategic Plan and that all staff have awareness of and follow statutory frameworks.

### **The Lead SENDCo in a strategic role will:**

- Have day-to-day responsibility to implement SEND policy, to Lead and manage the Review cycle for all students and coordinate any specific provisions for individual pupils with SEN, including those with education, health and care (EHC) plans
- Advise staff about SEND strategy and provision, and work closely with staff, parents and local agencies

- Work with the headteacher and trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

#### **The Lead SENDCo in an operational role, with the SEND team will:**

- Co-ordinate provision for children with SEN and liaise with all relevant staff effectively to ensure that Learning Outcomes are understood and worked towards
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Act as a key point of contact with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Ensure that the school keeps the records of all pupils with SEN up to date

#### **The SEND Team for RBAir**

Hannah Curry: Lead SENDCo Full Time and Member of SLT

Pookie Russell: Assistant SENDCo and Exams Access Arrangements Coordinator (Full Time)

Elizabeth Smart: SENDCo (Part Time)

#### **The SEND Review and Monitoring Cycle**

At RBAir the review cycle for SEND is a continuous process to which all staff contribute and plan for across the academic year. (Appendix 1) Roles and responsibilities are clearly defined and the points of review are set to complement the reporting procedures in place for assessing progress in learners. At three points in the year the learning plan for the young person will be reviewed and adapted in order to respond to changing needs and views of the student. The review process begins as soon as a young person is admitted to RBair as follows:

1. On admission a young person's needs will be assessed by the SEND Team where an up to date **Individual Provision Plan (IPP\*)** will be formulated based on; information gleaned during the process of admission, a thorough appraisal of the EHCP and through relationship building with the young person and their family. All students will receive an IPP in relation to the provision offer agreed on admission, which will be presided over by the SEND team. .

*\*Please see Appendix 2 for the Model IPP*

2. The IPP will be shared with all staff and responsibility will be designated to those working closely with the student and family for working towards the outcomes set over the course of a term and will be expected to note progress against those outcomes. Staff with responsibility for the upkeep of the IPP will include; Therapists, Teachers and Link Mentors. The SEND team will monitor the quality of the IPP and will update or change where necessary for the following term.
3. The IPP will form the foundation for the Review of the EHCP at the end of a year's cycle, wherever that falls for a young person.
4. Reviews will be held across the year, however all transition reviews. i.e. those in Year 11 and Year 13 will be held before Christmas. EHCP Plans will be reviewed at the end of each Key Stage or where there have been significant changes in needs.

## **Monitoring arrangements**

This policy and information report will be reviewed by the headteacher and SENDCo annually and approved by RBAir Trustees. It will be updated as required to incorporate any changes to guidance and/or legislation during the year.

## **Legislation and Guidance informing this policy**

- Special Educational Needs and Disability (SEND) Code of Practice
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Part 6 of the Equalities Act 2010

## **Other RBAir policies to be read in conjunction with this one:**

- Admissions
- Assessment
- Curriculum
- Disability and Discrimination
- Exclusions
- Wellbeing Framework

## Appendix 1 - The SEND Review and Monitoring Cycle 2021/22

<b>1</b>	<p><b>Individual Provision Plan (IPP)</b> formulated by SEND Team once Admissions Panel agrees to offer a place. Information to be taken from admissions information and EHCP (if the student has one) and will be completed in draft form as a suggested provision outline.</p>	
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<b>2</b>	<p>A <b>SEND 'Introductory letter'</b> and <b>'My Profile'</b> document is sent to the parents and young person, together with the admissions 'Confirmation of Offer' letter.</p>	
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<b>3</b>	<p>After the student's 2<sup>nd</sup> admissions visit and laptop induction, Allocated SENDCo to have an initial phone call with parents to introduce themselves and outline their future involvement and to assess the current level of needs in relation to the existing EHCP or previous SEN support.</p>	
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<b>4</b>	<p><b>SEND team to discuss</b>, and action points added to the IPP, with timescales to achieve.  <b>IPP shared and agreed with Mentor</b> (before student starts).          The IPP will then sit in 'Draft' form until the 4 week review.</p> <p><b>Link mentor</b> to gain further information and insights during the first 6 weeks (half term) that will then be used to enhance and refine the content of the draft IPP including the following areas:</p> <ul style="list-style-type: none"> <li>● <b>Student History</b> - Discuss history at previous education setting and gain information about SEN support given.</li> <li>● <b>If a student has an EHCP</b> - Look through the latest EHCP. Discuss the Identified Outcomes, how needs can be met by RBAir, if any adaptations need to be made.</li> <li>● <b>EHCP Annual Review Date</b> - Discuss the Annual Review and an approximate date for holding the meeting. (Important if it is a phased transfer year Y6, Y11, Y13 as different timescales apply)</li> </ul>	
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<b>5</b>	<p><b>Following the 4 week review</b>, the Link Mentor and the SEND team will collaborate and check the content and amend the draft IPP as appropriate before sharing with parents and the student. This will then become the <b>1st version of the IPP</b> for that school year.</p>	
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<b>6</b>	<b>REVIEW of the IPP</b>	
	<p><b>IPP will then be reviewed following the updates at the agreed reporting points (Dec, March and June) by the SEND team.</b>          Any substantial changes that are made by staff in the IPP will be highlighted and discussed with the mentor and the mentor to update the allocated SENDCo if appropriate at 6 week timetable reviews.</p>	<p><b>IPP reviews will be led by the allocated SENDCo in conjunction with the Link Mentor.</b>          Specific details to be agreed between the SENDCo and allocated Link mentor based upon the needs and preferences of each individual student and their parents/carers and in line with the annual review date for EHCP students.</p>
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<b>7</b>	<p><b>All staff involved with a student's provision</b> will be asked to complete a brief review of the IPP at <b>3 points in the year</b>: early Dec, end of March and end of June.</p> <p>This will be adding a comment to say if an aim has been achieved/altered or delayed and adding in extra support that has been implemented or taken away as it is no longer needed. It is designed to be a short piece of feedback that can be given on a working document.</p> <p>This will complement the new reporting system that will be moved to produce education reporting points at Oct, Feb and May each academic year.</p>	

## Appendix 2 - Model IPP



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Individual Provision Plan: Red Balloon of the Air					
<b>Student:</b>				<b>Date of birth:</b>	
<b>Parent/Carer:</b>				<b>SENDCo:</b>	
<b>Link Mentor:</b>				<b>Date of meeting:</b>	
<b>Provision:</b>	<b>Subjects being studied and current working levels (as appropriate):</b>	<b>Staff:</b>	<b>Teaching Format (Groups/Pair/1:1):</b>	<b>Frequency:</b>	<b>Duration:</b>
<b>Student's strengths:</b>					
<b>Student's thoughts this term (to be completed with the Link Mentor):</b>					

Provision Map following PFA framework	
<b>HEALTH</b>  To include: <ul style="list-style-type: none"> <li>• Understanding healthy relationships/ family/ friends/ others</li> <li>• Being engaged with external activity</li> <li>• Managing own health needs</li> <li>• Wellbeing support (reference RBAir Wellbeing framework)</li> <li>• Outside agency involvement?</li> </ul>	<b>Long term goal:</b>  
	<b>Short term targets:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Strategies to support:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Review (1):</b>	
<b>Review (2):</b>	
<b>Review (3):</b>	

<b>INDEPENDENT LIVING</b>  To include: <ul style="list-style-type: none"> <li>• Making choices/ developing self-advocacy/ identity formation</li> <li>• Managing own time</li> <li>• Skills for transitions</li> <li>• Independence in travel/self care/home management - cooking/cleaning/ shopping</li> </ul>	<b>Long term goal:</b>
	<b>Short term targets:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Strategies to support:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Review (1):</b>
<b>Review (2):</b>	
<b>Review (3):</b>	

<b>COMMUNITY INCLUSION</b>  To include: <ul style="list-style-type: none"> <li>• Engagement shared activity</li> <li>• Social interaction goals</li> <li>• Constructive leisure</li> <li>• Link mentor support</li> <li>• Peer group (satellite centre/ The Hive)</li> </ul>	<b>Long term goal:</b>
	<b>Short term targets:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Strategies to support:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Review (1):</b>
<b>Review (2):</b>	
<b>Review (3):</b>	

<b>EMPLOYABILITY</b>  To include: <ul style="list-style-type: none"> <li>• Academic Goals/ accreditation aims</li> <li>• Developing strengths and Interests</li> <li>• Online Learning Goals</li> <li>• Vocational/Work-related learning</li> </ul>	<b>Long term goal:</b>
	<b>Short term targets:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Strategies to support:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<b>Review (1):</b>
<b>Review (2):</b>	
<b>Review (3):</b>	