



New Direction School



SEND Policy and Information Report

| Reviewed Date: | Reviewed By: | List of changes | Next Review |
|-----------------------|---------------------|--|--------------------|
| August 2021 | Luke Collins | <ul style="list-style-type: none"> Reviewed and checked | August 2022 |
| July 2022 | Luke Collins | <ul style="list-style-type: none"> Reviewed with no changes needed | July 2023 |
| July 2023 | Luke Collins | <ul style="list-style-type: none"> Reviewed changing SENCO to Hayley | July 2024 |
| October 2024 | Adrian Anderson | <ul style="list-style-type: none"> Reviewed with minor edits made to terminology Titles changed - SENDCO-Hayley Morris Rowe - Headteacher - Luke Collins | August 2025 |
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1. Introduction

New Direction is an independent special school whose students attend through funding from the local authority through their EHCPs. Therefore all of our students are identified as having Special Educational Needs or Disabilities. Our SEND policy and information report aims to set out how our school supports and makes provision for our students all of whom have EHCPs identifying special educational needs and disabilities (SEND)

2. Legislation and guidance

This policy and information report is based on the statutory [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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Roles and responsibilities

3.1 The SENDCO

The SENDCO (Hayley Morris-Rowe) will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision for all of our students
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that our students receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps the records of all pupils with SEND up to date

3.2 The headteacher

The headteacher (Luke Collins) will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

3.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4. SEN information report

4.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

4.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents before starting at New Direction about their special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone is aware of support that is needed/provided for the child
- Everyone is aware of the interventions available at New Direction
- New Direction are aware of the child's needs
- We take into account the parents' concerns
- The Parents understand the setting and support offered by New Direction
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

4.3 Assessing and reviewing pupils' progress towards outcomes

We will use a variety of assessments to baseline a student upon starting at New Direction. We will then, termly monitor progress against these assessments. We use a mixture of GL assessments (Cognitive), BKSb (working levels) and teacher assessments.

The teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. These will be recorded in the pupil passport, a working document available to all teachers to see. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

4.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is transitioning to. We will agree with parents and pupils which information will be shared as part of this.

Within our life skills curriculum we aim to develop independent living skills as well as important career skills and knowledge to help students to achieve successful independent living.

4.5 Interventions

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Equine Assisted therapy
- Equine Intervention
- Time Out or Time In
- Zones of Regulation
- Social group work
- Reiki Therapy
- Games
- Animal Therapy

4.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Small Class sizing
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

4.7 Additional support for learning

We have 2 teaching assistants who are trained to deliver interventions and support during lessons

A member of our SLT can also deliver Reiki Therapy

Teaching Assistants will be timetabled to support groups or individuals as designated by the Headteacher and/or Deputy Headteachers. One and one support will be provided to certain students depending on their needs at the time. This will be agreed by the Headteacher and/or Deputy Headteachers and incorporated into the teaching assistants Timetable. This will be reviewed regularly through lesson feedback reports and lesson observations.

4.8 Expertise and training of staff

We have a mixed team of Teaching Staff, teaching assistants and equine staff all of whom contribute to the students education.

We have a staff CPD and training program in place to assess and improve the competencies of all staff. Competencies and training plans are reviewed and put into place through lesson observations and staff appraisals.

4.9 Securing equipment and facilities

Any equipment or facilities that need to be secured on top of what we already have available will be secured by the Headteacher depending on what is needed at the time. This will be based on what is needed to deliver high quality teaching and interventions as well as anything to help students achieve outcomes as stated in the EHCP

4.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Tracking and reviewing progress of their targets
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

4.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to put ideas forward for consideration by headteacher
- Pupils also have interventions and a project based curriculum which takes part in an afternoon to promote teamwork, collaboration, social skills and building friendships

We have a zero tolerance approach to bullying.

4.12 Working with other agencies

At New Direction we work with a number of outside agencies involved in student's care and plans. We will liaise with outside agencies regularly to update on student progress and wellbeing. We will annually hold reviews of plans including outside agencies

4.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

4.14 Contact details of support services for parents of pupils with SEND

<https://localoffer.derbyshire.gov.uk/#!/search/list?query=Children %26 Young People support &exact=1>

4.15 Contact details for raising concerns

Yvonne Evans 01246 810456

Hannah Oliver 01246 810456

Luke Collins 01246 810456

4.16 The local authority local offer

Our local authority's local offer is published here: <https://localoffer.derbyshire.gov.uk/#!/directory>

5. Monitoring

The Proprietor will regularly monitor the operation of this policy and its procedures.

Review

This policy will be reviewed annually by the Proprietor and key staff.