



July 2024

Making the difference

Essential Policy: SEND Policy



Vranch House School: SEND Policy

1. Introduction

Vranch House School is a specialist school committed to offering an inclusive, high-quality education to all our pupils. We are dedicated to supporting the individual needs of children and young people with special educational needs and/or disabilities (SEND), ensuring they thrive academically, physically, socially, and emotionally.

This policy outlines our approach to identifying, assessing, and meeting the needs of pupils with SEND in line with the Children and Families Act 2014 and the SEND Code of Practice 2015.

2. Aims

- To identify pupils with SEND early and provide appropriate support.
- To ensure that every child has access to a broad, balanced, and relevant curriculum.
- To work collaboratively with pupils, parents/carers, and professionals.
- To promote independence, achievement, and well-being for all pupils.
- To continuously review and improve the quality of SEND provision.

3. Objectives

- Follow a graduated approach (assess, plan, do, review) to meet SEND needs.
- Provide training and development for all staff to support diverse needs.
- Involve pupils and families in decision-making processes.
- Ensure smooth transitions between classes, settings, and key stages.
- Maintain effective partnerships with health, therapy, and social care services.

4. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Vranch House School predominantly serves pupils with complex physical disabilities, medical needs, and associated learning needs, all of whom have Education, Health and Care Plans (EHCPs).

5. Identification and Assessment of SEND

Pupils are assessed on entry and throughout their time at Vranch House School. Identification is based on:

- EHCPs
- Medical and therapy assessments
- Observations and progress data
- Parental/carers input
- Multi-agency collaboration

The school uses formative and summative assessments, including P Levels, Pre-Key Stage Standards, and individual learning targets.



6. Provision for Pupils with SEND

Provision is personalised and may include:

- Highly adapted curriculum delivery
- Use of AAC (Augmentative and Alternative Communication)
- Specialist equipment and ICT
- On-site physiotherapy, occupational therapy, and speech and language therapy
- Onsite Registered Nurse working within a Multi-disciplinary team
- Pastoral support and behaviour interventions
- Collaborative working with health and social care

Provision is regularly reviewed and tailored in accordance with each child's EHCP.

7. Roles and Responsibilities

Head of Education: Ensures implementation and effectiveness of the SEND policy.

SENDCo: Coordinates SEND provision, liaises with external agencies, monitors progress, and ensures staff are supported.

Class Teachers: Deliver high-quality teaching adapted to individual needs.

Therapists and Support Staff: Provide specialist input in line with individual programmes.

Governing Body: Monitors the effectiveness of SEND provision and policy compliance.

8. Partnership with Parents/Carers

We recognise that parents/carers are vital partners. The school:

- Encourages open communication
- Holds regular review meetings
- Involves parents/carers in target setting and planning
- Provides updates through home-school books, phone calls, and meetings

9. Pupil Voice

Where possible, pupils are encouraged to express their views about their learning, support, and school experience using the most appropriate means of communication. Their input is valued in reviews and planning.

10. Monitoring and Evaluation

The effectiveness of our SEND provision is monitored through:

- Individual target and EHCP reviews
- Learning walks and lesson observations
- Data analysis
- Feedback from pupils, parents, and staff
- Annual self-evaluation and review of the SEND policy
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11. Training and Resources

Vranch House School provides ongoing CPD for staff, covering:

- SEND-specific pedagogies
- Communication strategies (e.g., Makaton, PECS, Eye Gaze)
- Medical and therapy needs
- Safeguarding and mental health



Staff also access external training where appropriate.

12. Transition

We ensure smooth transitions by:

- Early planning and liaison with receiving schools/settings
- Social stories and visits
- Transition reviews and documentation
- Information sharing with parents and professionals

13. Complaints Procedure

Complaints regarding SEND provision should be addressed to the class teacher or SENDCo in the first instance. If unresolved, complaints can be escalated to the Head of Education and ultimately to the Governing Body, following the school's Complaints Policy.

14. Review of the Policy

This policy is reviewed annually by the Governing Body in consultation with staff, parents/carers, and other stakeholders. It is available on the school website and in alternative formats upon request.

Date of Review: July 2024

Next Review Due: July 2026

Approved by: Head of Education



