



SEND (Special Educational Needs and Disabilities) Policy and Information Report

Conquest School



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1. Safeguarding at Conquest School

At Conquest School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Conquest School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or



hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Conquest School is carefully considered and a central theme through all school policies.

2. Special Educational Needs & Disabilities (SEND) at Conquest School

At Conquest School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Conquest School is carefully considered and a central theme through all school policies. For more information, please read the school's SEND Information Report.

3. Policy Aims

Conquest School SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide a caring, nurturing and empowering environment that recognizes the individuality of every child and supports their cognitive, communicative and emotional needs.
- Provide high-quality tuition to all our pupils delivered by specialist trained staff with a thorough understanding of autism and SEND
- Enable previously disengaged children and young people to rediscover a love of learning and a belief in their own abilities so that they achieve academic qualifications within their abilities and are able to move on to further education and future employment.
- Provide holistic, co-operative support to the individual needs of every child, drawing on the expertise of teaching staff, learning support staff, therapists, pastoral support staff, external agencies, local authorities, and parents.

4. 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 (EHCP) plans,
- SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

5. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special education provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Roles and Responsibilities

Every member of staff has a responsibility to ensure that pupils with SEND are included and able to access all areas of school life.

6.1 The Special Needs Coordinator (SENCO)

The SENCO at Conquest School is: Karen Joel

It is the SENCO's responsibility to:

- Oversee and maintain this policy in cooperation with the headteacher at Conquest School and the board of proprietors to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils.
- Provide professional guidance to colleagues and work with staff and other agencies to ensure that pupils receive appropriate support and high-quality teaching and learning.
- Ensure that parents are fully involved in supporting their child's needs by maintaining good communication channels and play an active role in the review process.
- Contribute to the professional development of all education, therapy and staff as necessary, in order for all staff to take responsibility for meeting the needs of students at Conquest School.
- Liaise with therapy staff to ensure that pupils get the additional support they need.
- Be the point of contact for external agencies, especially the local authority and its support services.



- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher, senior leadership team and board of proprietors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Establish clear links other school policies, such as the exclusions policy and safeguarding policy cross-refer to the SEND policy where appropriate.

6.2 Classroom Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Creating and maintaining individual student learning profiles, Individual education plans and risk assessments.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensure that the curriculum for pupils with SEND is ambitious, engaging and adequity prepares pupils for the next stages of their lives.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision and contributing to annual review reports.
- Ensuring they implement this SEND policy.

6.3 The Proprietary Board

The Proprietary Board will:

- Hold the Headteacher and SENCO to account for the effective implementation of the SEND policy Information Report.

7. The SEND Information Report

Conquest School is a non-maintained independent specialist school with primary, secondary and post 16 provision. We are a special educational needs school catering for pupils with social, emotional, mental health (SEMH) needs and associated difficulties, including autism, communication and interaction difficulties, emotional based school avoidance (EBSA), pathological demand avoidance (PDA), anxiety and trauma. All our pupils and students have an Education, Health and Care Plan.

7.1 SEND Provision

Our school currently provides additional and/or different provision for a range of needs associated with Social, Emotional, Mental Health. These include:



- Communication and interaction, for example speech and language difficulties
- Cognition and learning, for example, short term memory or sequencing deficits (auditory or visual), moderate learning difficulties
- Specific learning difficulties such as dyslexia, dyspraxia, dyscalculia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or pathological demand avoidance (PDA)
- Sensory and/or physical needs, for example visual impairments, hearing impairments, processing difficulties, hypermobility, cystic fibrosis

7.2 Consulting Pupils and Parents

The SENCO liaises closely with the Designated Safeguarding Lead, class teachers and parents/carers to ensure;

- A smooth transition into Conquest School, developing a personalised transition plan in cooperation with parents, where necessary.
- Considering the parents' views through meetings upon admission or on demand, and through the annual review of the student's EHCP.
- Everyone understands the agreed outcomes sought for the child.
- Parents' views are taken into account.
- If there is a need to call an interim EHCP review because their special educational needs have changed. In such cases, parents will be required to attend the interim review and provide information indicating their views on the next steps in meeting their child's needs.
- In the rare event of an extended, fixed term exclusion, to consider alternative provision for their child, parents will be required to attend the emergency review of the EHCP to share their views.

7.3 Assessing and Reviewing Pupils' Progress Towards Outcomes

We will assess each pupil's skills and baseline levels of attainment on entry. This will build on records from previous settings, observation and assessment by class teachers and baseline testing.

Class teachers and members of the therapy team will measure and review achievement and additional support needs through:

- Formative and summative assessment of progress for all pupils across social skills, behavioural presentations, therapeutic and educational outcomes.
- Creating and evaluating termly SMART targets in Individual Education Plans based on identified outcomes in the student's EHCP.
- Mid-year reports.
- The views and experience of parents.
- Scrutiny of pupils' work across all subjects showing the gains they are making in learning more and remembering more as part of sequencing in their learning.
- The pupil's own voice.



- Advice from external support services, where relevant

The range of assessments will be triangulated and reviewed regularly. 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. The SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7.4 Supporting Pupils with Transitions moving between phases and to their next setting

We will share information with the school or other setting the pupil is moving to. We will agree with parents' which information will be shared as part of this. The young person will be supported through the initial and following stages of the implementation of an agreed comprehensive transition plan. They will be supported through accompanied acclimatisation visits, sharing of outcomes, information and strategies and induction material and visits. The SENCO / Headteacher work to:

- Help students develop their independence for transition and through providing essential experiences through their curriculum.
- Support pupils access reading and improve their reading ages.
- Identify Preparation for Adulthood targets from Year 9 onwards
- Undertake annual reviews of the child's EHCP focusing on transition to a new key stage or when a child is moving to a new setting, where the emerging needs will be discussed by all stakeholders including parents and carers to ensure a smooth transition to the next phase of education.

7.5 Our approach to SEND teaching at Conquest School

At Conquest School we endeavour to encourage a love for learning for all pupils, including through:

- The delivery of an ambitious curriculum through high quality teaching and learning support where reasonable adjustments will be made as necessary through the involvement of therapists in planning, support, assessment, and review as appropriate.
- Low-arousal, autism friendly and trauma informed classroom environments with access to sensory rooms, time-out cards, fiddle toys, visual timetables, quiet spaces and outside areas.
- Small groups and individual support where needed.
- Differentiated teaching, for example, giving longer processing times, pre-teaching of key vocabulary, etc. including access arrangements and reasonable adjustments such as access to reader/scribe, laptops, coloured overlays, larger font etc.
- A broad and balanced curriculum, considering the needs and aptitudes of pupils with autism and associated identified need.

7.6 Our interventions and therapy Offer and Support:



We provide the following therapeutic and support input, upon referral with timings and frequency agreed with the SENCO consistent with the provision specified in each pupil's EHCP:

- Individual, group based and universal Speech and Language therapy input (direct and classroom based)
- Individual, group based and universal Occupational Therapy input (direct and classroom based)
- Individual, group based and universal Thrive programmes
- Mental health support
- Emotional Literacy support
- Individual literacy and numeracy intervention
- School council, school trips, sports fixtures, personal development and SMSC plans
- Phonics
- General reading support
- Maths intervention (direct and classroom based)
- Enrichment activities

7.7 Staff Qualifications and Training

Conquest School is a SEND School, where the staff team of educationalists and therapists are all experienced in supporting children with SEND and have all undergone a full induction training programme and ongoing CPD, that addresses and discusses the range of presentations that the children may exhibit. The strategies that will be employed as a whole school setting to support each child will form part of the training and be under regular review.

- The Headteacher is a qualified teacher with over 20 years' experience in SEN and 15 years' experience in senior leadership including school headship and national director level
- The Deputy Headteacher is a qualified teacher with 14 years' experience in senior leadership. She is also a qualified and experienced SENCO.
- All staff receive specialist SEND training through in-house training, online training modules and ongoing CPD, this is an ongoing program and part of which forms the induction program.
- The school uses an external Speech and Language Therapist and an Occupational Therapist.
- All staff will be PMVA trained

8. Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each term through creating and evaluation individual education plans
- Reviewing the impact of interventions after an agreed number of weeks, according to the nature of the therapeutic intervention.



- Creating and reviewing pupils' positive behaviour support plans as required.
- Consulting parents.
- Pupil voice activities.
- Using feedback questionnaires from external agencies such as social workers, virtual schools and local authority officers
- Monitoring of SEND provision by Senior Leaders through termly learning walks, specific child focused learning walks by the SENCO prior to annual reviews, lesson observation, book trawls and data checks.
- Holding annual reviews for pupils EHC plans

9. Engaging in Conquest School personal development curriculum:

All our personnel development opportunities and school visits are available to all our pupils.

- All pupils are encouraged to attend visitor sessions
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND.

10. Working with external agencies:

As part of our Assessment and Admission process all relevant agencies are involved in the admission of a child to our School. Establishing all relevant contacts such as GPs, CAMHs, Social Services, therapists etc. and initiating, enabling and sustaining ongoing professional dialogue ensures a comprehensive team of professionals are supporting the child. The school will seek the views of the parent and the child in this multi-agency process.

11. Complaints about SEND Provision

We believe that good and continuous communication between home and school is key for the success and wellbeing of the child and parents should always, where possible, contact the child's class teacher as first point of call. Parents who wish to make a complaint should contact the Headteacher about any concerns regarding teaching and learning in general and the SENCO regarding any concerns about SEND provision not being met. The complaints policy and procedure are available on the school's website.

11.1 Contact details for raising concerns about safeguarding

Our Designated Safeguarding Lead is Simon Reynolds (Headteacher)

Email: simon@conquestschools.co.uk



12. The local authorities' local offer

Our local authorities' local offer is published here:

[SEND Local Offer – Lincolnshire County Council](#)

13. Monitoring Arrangements

The impact of the implementation of this policy will be monitored annually by the SENCO, who will focus on how effectively teachers are adapting the curriculum for pupils with different SEND needs and how LSAs are supporting those needs. The SENCO will also look at the overall effectiveness of SEND interventions by staff and the support provided by the multi-disciplinary team including SALT and OT. The outcomes of this monitoring will be reported to the Headteacher and be reported to the Proprietary Board annually.

It will also be updated if any changes to the information are made during the year. It will be approved by the Headteacher who will also evaluate its impact as part of the school's self-evaluation process and changes to this policy will be agreed by the Headteacher and be ratified by the Proprietary Board.