SEND Policy Review 2017 – 2018

The SEND Policy at One has been reviewed and the following information reflects to what extent we are achieving what was originally set out in the strategy and priority areas for development. The policy has been amended to reflect any changes that have needed to be made.

Achievements

- Students with SEND continue to be clearly identified through our Admissions process; once enrolled, students and their parents are actively involved in decisions about their provision throughout their time at One.
- We continue to meet the needs of the students through the recommended Assess, Plan, Do, Review Model (see Figure 1)
- All students with SEND have coherent programmes of study suited to their ability level and which are mainly linked to what they want to do next.
- We continue to compare the performance of our students with SEND against their peers as part of our analysis on the attainment of discrete groups.
- Student success continues to be at the heart of what we do for *all students* at One.
- Like all our students, students with SEND receive very good pastoral support and guidance which includes CEAG.
- Leadership structure in place to ensure the aims of the SEND Policy are met.

Areas for Development

- To continue to ensure that all teaching staff know that they have a responsibility to alert the relevant member of staff (as identified in the policy) if they believe that the needs of a student are not being met.
- To develop a clear process to enable staff to pass key information on to the key SEND Leadership.
- Further develop a SEND CPD Menu which is set across the year to further develop staff awareness of a range of SEND and to further support staff in identifying any emerging need.
- SEND Governor input.

Figure 1: Assess-Plan-Do-Review Model

	PROSPECTIVE STUDENTS	CURRENT STUDENTS
ASSESS	**Admissions Process**: Application Form; initial meetings with students and parents pre-interview if needed.	**Progress Review Reports:** Discrete Data Sets are analysed and acted upon as required. **Consultation Evenings:** To assess progress to date. **Dashboard:** To continually assess student performance **Results Day:** Assess student achievement against predicted outcomes
PLAN	**Admissions Process**: Student Interviews; Student and Parent meetings; liaison with current school; taster day with support staff collaborating from both organisations to ensure smooth transitions and to ensure right level of support; personalised transition for those students who may require it.	**Student/Parent meetings:** As required throughout the year to adjust/respond to support needs as appropriate. **Regular weekly Learning Support Meetings:** With key managers and the Manager of Student Services (MoSS) to plan support and build in resilience and flexibility as required. **Regular fortnightly strategic Learning Support Meetings:** With MoSS and AP to ensure that the strategic aims in line with the SEND Policy (and associated Action Plan) are being met.
DO	**Enrolment:** Student enrolled on to their chosen Programme of Study	**Attendance:** Analysed regularly to ensure this does not impact negatively on student success **Engagement with Programme of Study:** Regular contact with the PPT to ensure that engagement remains high and the appropriate amount of support is in place.
REVIEW	**Annual Review:** For those with EHCP at a set point in the year.	**Annual Review:** For those with EHCP at a set point in the year. **Results:** To demonstrate the distance travelled since starting at One.

SEND Action Plan 2018 – 2019

	Focus Area	**Monitored By**	**Completed By**
1	To ensure that all teaching staff know that they have a responsibility to alert the relevant member of staff (as identified in the policy) if they believe that the needs of a student are not being met.	MoSS	L2/L3 LS Co-ordinator FL LS Co-ordinator
2	Continue to develop the process which enables staff to pass key information on to the designated SEND staff.	MoSS	L2/L3 LS Co-ordinator FL LS Co-ordinator
3	Further develop a SEND CPD Menu which is set across the year to further develop staff awareness of a range of SEND and to further support staff in identifying any emerging need.	MoSS	L2/L3 LS Co-ordinator FL LS Co-ordinator
4	To ensure that information sharing about students with SEND is clear, high quality and easily accessible in a secure shared place e.g. Dashboard	AP (Students)	MoSS
5	Increased SEND Governor Input	AP (Students)	MoSS