SEND Policy

Next review: September 2026 **About us**

Signed by:



Headteacher Date: 01/09/2025

Proprietor Date: 01/09/2025

Darwin School supports pupils with social, emotional, mental health challenges and additional educational needs.

Rationale

Admission to Darwin School is outlined in detail in the Admission Policy. Pupils at Darwin School are placed by Local Authorities as an alternative provision in meeting the individual needs of pupils that cannot be maintained within mainstream provision. Most pupils who attend Darwin School have an Education, Health and Care Plan (EHCP). Guidance from the school Educational Psychologist (EP) as part of the admissions panel process is fundamental, and the EP continues to oversee the educational journey of each student as part of their work supporting the school and during annual reviews and meetings.

The aim of this policy is to clarify access and entitlement to learning for all pupils placed within Darwin School and how best to meet the needs of individual pupils. Darwin School follows the advice and guidance set out in The Special Educational Needs and Disabilities (SEND) Code of Practice (2014).

Related Guidance and Legislation

KCSIE 2024

SEND code of practice/ Green paper

Equality Act 2010

Purpose

Darwin School aims to engage pupils in their learning by offering educational experiences tailored to meet the individual needs of the pupils. We aim to offer a curriculum which is broad based and differentiated. Each pupil can access an adapted curriculum to meet their needs, taking into consideration the pupil's needs and any barriers to learning that they may face. All subject and course plans are reviewed and revised regularly to take account of national developments and practices and pupil work is continuously assessed to ensure progress. Pupil profiles, regular reports, reviews and continuous assessment within lessons all play a part in measuring this.

Darwin School aims to provide a safe, nurturing and stimulating environment, where success is celebrated, and pupils have opportunities to acquire the skills necessary for life and work.

In 2022 the SEND review and Green Paper has been published which builds upon the 2014 SEND code of practice. "The SEND review sets out government proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives." Darwin School aims to encapsulate this. We also take into consideration the challenges highlighted in the SEND review for children and young people, using the resources that we have available aim to offer a bespoke curriculum that meets the needs of all pupils.

The curriculum includes many of the elements as set out within national frameworks in order that pupils have a broad and balanced learning experience, whilst offering flexibility to meet individual needs.

Darwin School is committed to working in partnership with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs, and to working in close partnership with parents and carers.

Darwin School has an ethos of mutual respect built on strong interpersonal relationships between staff, pupils, parents/carers and fellow professionals. Staff have high expectations for pupils and offer appropriate support in order that they realise their full potential.

Darwin School's values are united with the Pebbles core values that shape the actions and choices of the school community and help to create an enduring positive environment. There are to be:

- Accountable - We take responsibility for our words, actions, and results, creating a safe, welcoming, and inclusive environment for everyone at Pebbles.

- Considerate - We are respectful in our relationships with colleagues and young people, demonstrating empathy towards others and valuing diverse talents, initiatives, and leadership.
- Collaborative - We work together to be more effective, efficient, and fulfilled, achieving as a team what individuals cannot, while striving to see each other succeed.
- Progressive - We give 100% in all that we do and highly value the process of recognition and improvement that encourages progression.

Procedures

The Curriculum Policy and SEND Teaching and Learning Policy of Darwin School sets out the context for learning.

Pupil skills are identified through initial and continuous assessment and key targets are identified and shared in the Educational Health and Care Plan/Pathway Plan for each pupil. Targets are reviewed and updated as appropriate during the reports cycle. Procedures for assessment are set out in the school's Assessment, Feedback and Marking Policy and the Framework for Assessment document.

Darwin School is committed to meeting the needs of pupils in a spirit of partnership with parents and carers (if appropriate). Regular pastoral visits and telephone calls are made to parents/carers and formal reports on their child's academic and social progress are sent to them each term, with opportunities to reflect on, and refocus together on areas of development and to celebrate successes being offered by school on receipt of each report.

A variety of teaching methods and engagement strategies are employed throughout the school. The preferred learning styles and needs of pupils are acknowledged, and a flexibility of approach is adopted to engage pupils in their learning.

All staff are recruited for their skills, knowledge, experience and empathy in working with children and young people with a range of SEMH challenges and additional special educational needs. Pupils are supported throughout the school by high levels of teaching and support staff.

If pupils access work experience placements, or specialist therapeutic provision commissioned by the school, arrangements and transitions are carefully planned and monitored. Support is available to ensure that these elements of their curriculum are of benefit, meet their individual needs and strive to support them in achieving positive outcomes.

Darwin School embraces inclusive practices and works in conjunction with colleagues to ensure access to beneficial programmes and learning experiences for all pupils.

Annual review of Education Health and Care Plans

All plans will be reviewed at least annually with the parents and carers, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review will focus on what the pupil has achieved as well as on areas for improvement.

The annual review held in Year 9 will be particularly significant in preparing for the pupil's transition to employment, further education, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's plan and draw up and review the plans for transition. This must involve the Careers Advice as set out in the Code of Practice published January 2018 and should consider the experiences as identified by the Gatsby Foundation.

Resources

Darwin School has a delegated budget. The annual budget is agreed and managed by the Headteacher. Staff are consulted as to how best to spend the resources budget. Students are at the forefront of all budget considerations.

The greatest resource available is the staff group. Staff members are encouraged to access learning that enhances their practice, supports individual pupil needs and positively impacts the school community and curriculum.

Equality

Darwin School recognises that it is the right of everyone to equal chances and opportunity. Each individual within the school is respected for who they are regardless of age, ethnicity, gender and gender identity, social circumstances, ability, disability or sexuality. Students are expected to demonstrate understanding and appreciation of each other's strengths and needs.

The school's Equality and Diversity Policy demonstrates in detail how we aim to achieve equality, diversity and inclusion for all within Darwin School.

Health and Safety

Darwin School recognises that the Health and Safety of all pupils, staff and visitors to the school is of paramount importance. The Health and Safety Policy is available to all. Inspections and monitoring visits are carried out on a regular basis with remedial action being taken to address any defects identified.

Professional Development

Darwin School is committed to ongoing learning for all. Staff are given opportunity, encouragement and support to enhance their knowledge and skills by undertaking training and development activities to support and demonstrate the core values of collaboration and progression.

Related Policies

Equality and Diversity Policy

SEND Teaching and Learning Policy

Health and Safety Policy

Accessibility Policy