



THE OUTDOORS GROUP

The Outdoors School

DfE Number: 878/6075

SEND POLICY

Section 1

Policy Statement

This policy supports the values and ethos of The Outdoors School (TOS) as an inclusive independent special school.

Rationale

Key principles of Inclusive education are:

- Setting suitable learning challenges
- Responding effectively to learners' diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of learners.

At TOS we believe that every child and young person should have the equal right to:

- be included as a valued, responsible and equal member of the learning community along with all other children and young people of the same age, having access to a common range of experiences;
- have access to a broad, balanced and inclusive curriculum with differentiated learning opportunities which enables them to achieve their full potential and to be included in a lifelong learning process;
- attend appropriate and local provision with appropriate resources and support networks;
- have their views heard and contribution recognised.

This policy is written in conjunction with The SEND Information Report.

Person Responsible: Headteacher

People Involved: Directors
Senior Leadership Team
Staff
Learners

Section 2

Aims

The Outdoors School (TOS) is an “inclusive school”. It’s Admissions Policy embraces students with SEN and Disabilities.

At TOS we believe that each learner is an individual and has unique needs. We acknowledge that all of our learners have special educational needs (SEN) and all have been granted an Education, Health and Care Plan (EHCP). All of our learners need additional support throughout their time in school. As a school we must recognise and plan accordingly if we are to ensure learners achieve their full potential and make their expected progress, whether this is socially and emotionally or academically.

We work on a learner led, forest school, experiential and project based social emotional curriculum, where life skills, coping strategies for behaviour and social situations are at the heart of the learning. Projects are designed to integrate curriculum elements with existing learner skill sets to ensure all learners can access curriculum elements without distinct subjects being taught and without reintroducing cycles of failure from prior learning experiences. Above all, a growth mindset and personal responsibility are the focus to promote engagement and lifelong learning skills.

Basic Principles

Teaching and learning at TOS must take account of a range of SEND including specific learning difficulties, medical needs, sensory and physical difficulties, communication difficulties and social, emotional and mental difficulties. This policy is supported by a range of guidance including:

[SEN Code of Practice \(2014\)](#)

[SEN and Disability Act \(2001\)](#)

Accessible Schools

[Disability Discrimination Act \(1995\)](#)

[Equalities Act \(2010\)](#)

[Children and Families Act \(2014\)](#)

To achieve our aims we will:

- Provide quality first teaching that is differentiated according to individual learner needs
- Identify need as early as possible and plan appropriate assessment and support/intervention – within an Access Plan, Do, Review Framework
- Provide a graduated programme of support based on need to include one or more of the following:
 - One to one support
 - One to one or small group interventions specifically for literacy and numeracy or communication needs
 - Prioritise support for Social, Emotional or Mental Health barriers to learning, either individually or in a small group context.

- Counselling and therapies
- Specific targeted support from other professionals – including CAMHS, Speech, Language and Communication Team (SALT) and the Educational Psychologist (EP)
- Specific curriculum opportunities adapted to meet specific needs
- Specific curriculum provision linked to individual needs

The Special Educational Needs and Disability Coordinator (SENDCo) and the specialist, highly trained staff will:

- Identify learners targets as set out in their EHCP.
- Identify and communicate individual needs and group needs and appropriate strategies to individual staff.
- Adapt the curriculum and learning environment for students of special educational needs through:
 - Differentiation of material within lessons
 - Offering a broad and balanced curriculum accessible to all learners
 - Personalised learning pathways for all learners
- Develop effective partnerships between school, parents/carers and outside agencies which will be driven by collaboration.
- Encourage learners and parents/carers to participate in the decision making about provision to meet their SEN needs.
- Ensure the EHCP are reviewed annually and that assessment and record keeping systems are accessible and used effectively by staff to meet all learner's needs, adopting a Person-Centred Approach as set out by the 2014 Code of Practice.
- The SENDCo will periodically evaluate the effectiveness of the interventions put into place through:
 - Analysis of assessment data
 - Learner observations
 - Staff, parent and learner feedback
- Comprehensive support is available for improving the emotional and social development of learners through:
 - The Forest School ethos
 - PASS data (Pupil Attitudes to Self and School)
 - Staff Listening
 - Social Skills and communications group
 - A therapeutic approach and Counselling
 - Child and Family Support Worker
- The Directors, Headteacher and SENDCo will regularly review the policy and practice in relation to meeting the needs of all learners (annually).
- The SENDCo will lead on the CPD of staff to improve support strategies for all learners.
- The SENDCo will liaise with key professionals in other schools to support smooth transition from one setting to another.

Other related reports and policies:

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Company number: 10755829

The SEND Information Report
Accessibility Plan
Equal Opportunities Policy
Curriculum Statement
Behaviour & Anti-Bullying Policy
Safeguarding Policy

Date issued: 27th November 2020

Signature of Director or Company Secretary:

A handwritten signature in black ink, appearing to read 'Shevek Pring', written in a cursive style.

Name: Shevek Pring

Review date set: September 2021

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