

VOYAGE LEARNING CAMPUS



SEND POLICY

This policy has been adopted by the Management Committee on:	
Date adopted:	7 th October 2021
Signed:	
Next review due:	October 2023

This policy should be read in conjunction with the SEND Information Report.

1. Aims

Our combined SEND policy and information report aim to:

- Set out how Voyage Learning Campus will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Voyage Learning Campus, we work to enable all of our young people to achieve more than they believe is possible. We maintain that all students have a right to receive an education which is tailored to meet their special educational needs. Voyage Learning Campus is a trauma informed school and uses these approaches in teaching. In addition, our Phase 1 staff are Thrive trained which drives their curriculum and teaching.

We aim to support all our students in developing the skills needed to make informed choices to lead active, fulfilling lives whether that is returning to mainstream, moving to a special school or transitioning on to college. All our staff and members of the management committee are committed to creating a safe, nurturing and holistic learning environment which supports students to thrive personally and academically.

We strive to make every effort to achieve maximum inclusion of all our students whilst meeting their individual needs. This policy builds on our Inclusion Policy, which recognises the entitlement of all students to a broadly balanced curriculum. Our SEND policy and Information Report reinforce the need for quality first teaching that is fully inclusive.

2. Legislation and guidance

This policy and the information report are 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 (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

A pupil has SEN 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 the 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

Voyage Learning Campus adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Lara Morawiec**

Email: Lara.Morawiec@voyagelearningcampus.org.uk

Tel: 01934 425522

They will:

- Work with the principal and the management committee person responsible for SEN to determine the strategic development of the SEN 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 with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 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 SEN up to date

4.2 The Management Committee member responsible for SEN

This person is: **Karen Worthington**

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The principal is **Emma Gundry**

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working with the SENCO and student support team to plan, do and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review students' progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEND Information Report

The SEND Information Report explains how we meet the needs of children with SEND. It will be published on the Voyage Learning Campus website and as part of North Somerset County Council's 'local offer'.

In this report, we explain how we meet our duties towards students with special educational needs and disabilities. This report complements this Policy. We will keep this report current. Voyage Learning Campus' Governing Body, called the Management Committee, will also review this report every year, and will involve students and parents/carers.

6. Monitoring arrangements

This policy will be reviewed by Lara Morawiec every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

7. Links with other policies and documents

This policy links to the following policies:

- Inclusion
- Accessibility plan
- Relationships and Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions