

SEND Policy and Information Report

Headstart School



Approved by:	Ross Macdonald Executive Principal	Date: 28.2.2020
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1. Aims

Our SEND information report aims to outline how Headstart school meets the needs of its neurodiverse cohort. It is available to download from our website and will be updated on a yearly basis in line with statutory guidance, to reflect the constantly expanding expertise of our staff and the individual strengths and difficulties of our students.

In the report, we explain how we meet our duties to our students, all of whom have an Education, Health and Care Plan (EHCP). This report also informs the East Sussex Local Offer which provides information for parents, carers and professionals on the provision available for children and young people with special educational needs and disabilities in East Sussex.

2. 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 SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

3. Roles and responsibilities

3.1 The School Proprietor

The School Proprietor is Ms. Nicki Dann.

The School Proprietor will:

- Work with the Headteacher, Senior Leadership Team (Including the SENDCO) and governors to determine the strategic development of the provision within Headstart School.
- Work with the Operations Manager and Manager's of Headstart Residential Care to ensure that the children and young people who reside in Headstart Care Homes have the same life chances as those not accommodated by the Local Authority.

3.2 The Executive Headteacher (and Senior Leadership Team)

The Executive Headteacher will:

- Work with the School Proprietor, SENDCo and governors to determine the strategic development of the SEND policy and provision within the school.
- Have overall day to day responsibility for the provision and progress of all learners (the proprietor retains the sole responsibility for Headstart school)

3.3 The SENDCo

The SENDCo is Mrs. Roxanne Milner-Brown

The SENDCo will:

- Work with the School Proprietor, Executive Headteacher, staff and governors to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support all Headstart students.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive appropriate support and quality first teaching.
- Advise on the individualised provision outlined in each students Education, Health and Care Plan (EHCP)
- 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 SEND up to date.

3.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any support staff, therapists or specialist teaching staff to plan and assess the impact of support, interventions and classroom teaching.
- Working with the SENDCo and Exams and Assessment Officer, to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

4. SEND information report

4.1 The kinds of SEND that are provided for

Headstart School is committed to providing considered and carefully developed, individual and personalised education to students who have found conventional learning a challenge.

We are a specialist independent school for children with a diagnosis of Autistic Spectrum Condition and associated difficulties. This includes speech, language and communication disorders, learning and developmental delays, social communication and social, emotional and mental health difficulties.

Headstart School spans across two sites, with places available for 5-16 year old's (encompassing Primary and Secondary Education), as well as for 16-21 year old's who access our Post-16, highly personalised

curriculum. Both sites are situated in East Sussex, both set in stunning rural areas with their own mini farm, forest-school and horticultural area. At Headstart School, all students have the opportunity to connect with the natural world in a hands on, multi-Sensory way through land-based studies. There is a high emphasis on developing individual academic and vocational skills.

Headstart also has its own Residential Therapeutic Care Provision where children and young people with Autism are cared for by highly skilled staff in a tranquil, nurturing and safe environment. All residents are given therapeutic support from our team of therapists, who work across both Headstart School and Headstart Care. In this way, Headstart are able to ensure continuity of care and education, where both teams work together in harmony to achieve the best outcomes and life chances for our children and young people.

4.2 Identifying pupils with SEND/assessing their needs

All of our students have an EHCP which outlines the individualised provision required to meet their Special Education, Health and Care Needs.

When a child or young person joins the Headstart family, our first step is to ensure they feel welcomed, settled and embraced by the school community.

The provision outlined in every student's EHCP is co-ordinated and monitored by our SENDCo. Our SENDCo maps individual student's required provision across the school, ensuring that every child or young person at Headstart has access to the resources, therapies and specialist teaching that they need to achieve their personal outcomes.

Our SENDCo also provides professional guidance to school and care home staff, working closely with parents and relevant professionals as and when needed. To ensure continuity of care, our is also our Designated Looked After Child Teacher, overseeing the education and care of students who are looked after by the Local Authority both in our own residential care home and other care settings.

4.3 Consulting and involving students and parents

At Headstart we recognise the value and positive impact of a strong home-school relationship and welcome parental involvement in our school community.

To ensure a collaborative approach to supporting our learners we make regular contact with parents and carers, sharing information with them through a variety of means. This includes our regular newsletters and correspondence where we update parents and carers on what our students have been learning, as well as any important dates and events to be aware of.

In addition to our regular newsletters and correspondence, we also carry out 'Structured Conversations' three times a year. Structured Conversations provide opportunities for meaningful and constructive engagement between home and school, resulting in a more positive impact on attainment and outcomes for our students. During these discussions, teachers and parents/carers set aside focused time to discuss each student's individual strengths and areas for development. This includes a chance to celebrate achievements, set clear and effective social and learning targets and plan the strategies that need to be put in place both at home and in school to help the child or young person achieve their goals.

Where appropriate, we encourage all our students to meet with their teacher on a weekly basis. Weekly tutorials provide the opportunity for students to connect with their teacher, celebrating their achievements for that week and identifying next steps in a safe and supportive environment. Tutorials also provide students with the opportunity to share any difficulties or concerns they may have throughout the week. In this way, we can address difficulties as they arise, promoting more positive outcomes and trusting relationships between staff and students.

Three times a year we provide formal written reports to parents and carers, detailing their child's progress and attainment across each area of learning. This includes two short reports and one extended, end of year report.

Parents and carers are also invited to schedule an appointment with their child's class teacher or the school SENDCO should they wish to discuss any successes or concerns in relation to their child's learning and development throughout the year.

When COVID-19 restrictions allow, we look forward to welcoming our parents and carers back on site to our successful coffee mornings to share our students successes as both individuals and as part of the wider school community.

4.4 Assessing and reviewing students' progress towards outcomes

Each student's attainment and progress are carefully monitored through observation and assessment for learning (AFL) by their class teacher and our team of therapists. This includes careful tracking of students individual starting points across each area of need, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical. For our older students, this also includes Independence and Community Involvement.

Progress and attainment is monitored across the school using SOLAR with class teachers updating assessment three times a year. This informs teaching and learning and helps to identify any gaps in knowledge and skill.

SOLAR is a highly effective and secure online assessment tool specifically designed to track the learning and development of individuals with special, educational needs and neurodiverse profiles. Through the use of SOLAR, staff and leadership are able to enhance the education of all our pupils in both academic and vocational areas of study, carefully monitoring students' steps to success through the assess, plan, do, review process.

4.5 Supporting students' moving between phases and preparing for adulthood

At Headstart we are proud of the transition package we offer to support students moving between phases of education and preparing for adulthood. Our Senior Leadership Team, SENDCO and Class Teachers share information with the school, college, or other setting the student is moving to. This includes ensuring all necessary paperwork is transferred to the new setting.

Should a student move on from Headstart, taster days and induction sessions are arranged in advance. Taster days provide the perfect opportunity for students to be gradually exposed to the new environment, meet their new supporting adults and gain a deeper understanding of the settings rules and routines. Wherever possible, students who are attending taster days will be supported by a member of Headstart School staff. This highly supported approach facilitates a more successful transition for the student, lowering any anxieties by ensuring they are supported by a known and trusted adult who is aware of their strengths and difficulties.

4.6 Our approach to teaching students

We recognise that each of our students have their own areas of strength and focus of development. Our bespoke curriculum package is specifically designed to meet the needs of individuals with Autism and was created in conjunction with the National Curriculum and the Autism Education Framework.

In KS4 and our Post-16 Provision, students have the opportunity to study GCSE's, A Levels, BTEC and vocational qualifications such as Land-Based Studies, Music, Art and Design, Creative Media and Construction. Our Exam and Assessment Lead ensures that where necessary, individual access arrangements are put in place to support our students to achieve their qualifications. This includes the use of a reader, scribe for extended writing tasks, individual workspaces to complete the exam and 1:1 invigilation.

4.7 Post 16-21 Educational Provision

As part of our post-16 offer, students who are ready to move on from Headstart are given the opportunity to visit a wide range of mainstream, as well as specialist colleges, many of whom offer learning support and facilities for young people with SEND. We also arrange visits from careers advisers who offer an outside perspective on career choices, employment and further education opportunities for our students.

Unfortunately due to the current COVID restrictions, we are unable to attend college open days at this time, however we are hopeful that we will be able to resume visits in the near future.

For students who stay with us, our Post-16 provision provides them with the opportunity to undertake further education and qualifications. We are proud to be able to offer a range of Certification which may well include

AS and A Level subjects, as well as BTEC Qualifications Where desired and/or appropriate, students can also take/re-take their GCSE exams.

For students who thrive in practical and vocational pursuits, we offer specialist subjects such as Creative Media, Construction, Gardening and Equine Studies.

Despite significant improvements in understanding SEND and discrimination, young adults with SEND continue to face considerable challenges finding and sustaining employment. Our KS4/KS5 staff are skilled in guiding learners to identify their individual areas of strength and interest, helping them to understand and forge their own pathway to independence and the vocation that is right and accessible to them.

At Headstart we aim to maximise opportunities that enable our young people to develop independence, life skills and resilience in real-world situations. Students are taught invaluable skills such as independent travel, shopping and cooking for themselves and others. They are also taught how to manage their own health appointments and how to budget and monitor their own finances.

Many of our older students (age 18-21) participate in a work experience programme alongside their studies. This helps to prepare them for the workplace, as well as learning how to develop and maintain professional relationships and skills. Work experience programmes are carefully planned and structured, taking students individual strengths and difficulties into consideration. When needed, staff are also able to accompany students to their work experience sessions. This ensures a positive and successful experience for our students, helping them to feel more comfortable and confident when they enter the workplace in the future.

4.8 Adaptations to the curriculum and learning environment.

Each of our students are provided with a bespoke learning package which takes into consideration their individual areas of need and the provision required to enable the student to meet their personal outcomes. The learning environment is adapted to meet the specific and changing needs of our students at the time, ensuring they have all of the necessary resources needed to support their development in each of the areas of need i.e. Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical. This includes specialist communication resources such as Picture, Exchange, Communication System (PECs) folders and symbols, Sensory regulation resources, writing apparatus, specialised furniture, and occupational therapy apparatus.

Learning for all students is planned for in a multi-Sensory way which incorporates a mixture of visual, kinesthetic and auditory approaches. Each student preferred and most successful learning style is taken into account when planning all opportunities for learning and teaching techniques are carefully considered to avoid overwhelming students.

Access to our extensive grounds and Land-Based facilities on both sites offer a unique educational and nurturing experience for our children and young people. Land-Based Studies provides a wonderful opportunity for students with a wide variety of specialist needs to connect to their natural environment and the world around them in a non-confrontational, positive and therapeutic way. In Land-Based studies, students learn how to care for, and handle a variety of farm animals including sheep, horses, alpacas, pigs, chickens, goats and ducks.

On our Crouch Lane site, we are also able to offer Forest Schools sessions where students have the freedom, time and space to learn and demonstrate independence in a variety of ways. Forest School sessions enable students to learn in a different context, undertaking a range of practical tasks such as building fires, cooking with produce they have grown themselves, den building and horticultural skills. Research has shown that over time, children and young people who participate in Forest School sessions experience an increase in their self-belief, confidence, learning capacity, enthusiasm, communication, problem-solving skills and emotional and physical well-being.

4.9 Additional support for learning

At Headstart all of our students learn in a small class group of five or six students with a high ratio of staff at all times. This provides the opportunity to form trusting relationships, allowing our children and young people to feel more confident and comfortable in social interactions with peers and when communicating with staff.

Small classes also allow our students to learn in an environment with fewer distractions. This results in a higher quality of learning and increased chances of students achieving their individual targets and EHCP outcomes.

Teaching staff at Headstart are highly skilled in identifying and meeting the individual learning needs of each student in their class. Lessons and learning opportunities outside of the classroom are carefully planned based on assessment and prior learning.

Our classrooms are communication friendly environments, with symbols and visual supports used to support students understanding of instructions, key words, topic vocabulary and school routines. We also support our students who find change, transitions and social communication/relationships difficult, through the use of social stories and comic strip conversations.

Students are provided with the opportunity to participate in weekly tutorials with their class teacher. This provides the opportunity for students to connect with their teacher, celebrate weekly achievements and identify next steps for learning and behaviour in a safe and supportive environment. Tutorials provide students with the opportunity to share any concerns they may have throughout the week. In this way, difficulties can be addressed as they arise, promoting more positive outcomes and trusting relationships between staff and students.

All of our students have an Individual Behaviour Support Plan and Risk Assessment which is formed in collaboration with their class teacher, supporting staff and Headstart's Behaviour Analyst. Behaviour during each learning session is tracked using 'Behaviour Watch', however rewards systems can be easily tailored to the individual needs of students, taking any anxiety into consideration and providing an alternative tracking process as appropriate. The use of Behaviour Watch allows teaching, support and Senior leadership staff to work collaboratively, analyse the underlying causes, triggers or functions of behaviour and respond appropriately. More information on our approach to managing behaviour can be found in our School Behaviour Policy.

4.10 Expertise and training of staff

Our Executive Headteacher has in excess of 40 years' experience in Special Education. He holds a Masters degree in Autism and has extensive leadership experience and is recently retired from being a serving Ofsted Inspector. He is passionate about ensuring young people receive a world class education and fully understands the needs of the pupils and the families in achieving this.

Our SENDCo is experienced in the role. She has worked as an EYFS and mainstream teacher, specialist communication and interaction teacher and SEND Consultant.

All of our teaching and support staff follow a bespoke training programme to ensure they have sound knowledge and understanding of both Autistic Spectrum Conditions (ASC) and the approaches, techniques, therapies and resources we have available to us.

Each member of staff, including support staff receives an initial training programme, which covers training in the following areas:

- Autism Spectrum Condition
- Team Teach
- Applied Behaviour Analysis (ABA)
- Child Protection
- Health and Safety
- Epilepsy
- Basic First Aid

Staff also receive ongoing training in:

- Sensory Integration/Occupational Therapy approaches
- Behaviour Support and the functions behind behaviours
- (Makaton)Sign language
- Social Use of Language Programme (SULP)
- Speech and Language approaches
- Visual supports
- National Curriculum
- SEND Assessment
- Picture Exchange Communication System

All staff are trained in the use of PECs Level One, with some staff being trained to a higher level depending on the individual needs of the students in their class.

Our Therapies Team

At Headstart we are extremely proud of our specialist therapeutic approach and have our own therapies team which is overseen by our SENDCo. Our team of therapists work collaboratively with the Senior Leadership Team (SLT) and staff to ensure that the individual needs of our students are met to the highest of standards.

Our therapies team direct and guide our teachers and support staff, ensuring they have the most up to date knowledge and understanding of appropriate strategies and pedagogy to inform their practice. They also support the strategic development of SEND provision across the school and residential care homes.

Headstart staff and students are privileged to work with a selection of qualified therapists. This includes;

- Speech and Language Therapist
- Behaviour Analyst and ABA practitioner
- Clinical Psychologist
- Two Occupational Therapists

The Therapies Team meet on a termly basis and like all our staff are highly reflective in their practice, striving to continually improve the education and outcomes for our students.

Our Behaviour Analyst and ABA practitioner works closely with both care and school staff to support the development of positive behavioural strategies. He also runs direct intervention groups for many of our students who require additional social, emotional, and mental health support and is fundamental in the school development plan, supporting the senior leadership and teaching staff in both our residential therapeutic care homes and the school.

In addition to support from our Behavioural Analyst, students can access support from a Clinical Psychologist. Our Clinical Psychologist works across both care and school and supports students with their social, emotional, and mental health development, through the application of a variety of specialist therapeutic interventions. She also provides supervision to staff, providing them the opportunity to reflect on their practice and celebrate achievements.

Our Speech and Language Therapist works directly with students in 1:1 and small group situations and plays a vital role in leading speech, language and communication intervention across both the school and residential care homes. She works very closely with staff to ensure our environment is communication friendly and supports them to write and implement speech and language programs across both settings.

We are very fortunate to be able to employ our own highly qualified Occupational Therapists, who work closely with all of our teaching, support staff and SLT to ensure the best outcomes for our students. This includes direct 1:1 occupational therapy sessions, small group work and supporting teaching staff in planning and facilitating personalised occupational therapy programs. Our Occupational Therapists also support with

the planning and implementation of our school wide sensory circuits program. Again, this aspect of our therapeutic package is consistently applied across our therapeutic care homes and school, with support being provided for our Looked After Children at home.

4.11 Securing equipment and facilities

When a child or young person joins Headstart the SENDCO carefully evaluates their EHCP provision and any specialist reports (Occupational Therapy, Speech and Language etc) ensuring any recommended equipment and resources are in place as required.

Our individual fee structure enables us to secure appropriate equipment to support the learning and development of every child or young person in our care. At Headstart, we strive to ensure that every student has what *they* need to thrive. We believe in the idea of equity, ensuring that each student has the chance to achieve their own personal best through the implementation of our highly bespoke, learning and support packages. Through our individualised approach we are able to provide the same level of opportunity to each and every one of our students, regardless of their strengths and areas of difficulty. In this way, we can achieve equality in its truest Sense.

4.12 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals three times a year (or earlier if required).
- Reviewing the impact of interventions after six weeks
- Using pupil voice
- Whole school provision monitoring by the SENDCO
- Individual Student provision maps to ensure the students are receiving the provision outlined in their current EHCP
- Holding annual reviews for pupils with EHC plans, updating required provision and SEND based on professionals reports as well as child/young person and parent/carer views.

In addition, our therapists produce a report for the students they are directly supporting twice a year, one of which is used as part of the EHCP review process.

4.13 Enabling pupils with SEND to engage in activities available to those who do not have SEND

Headstart School and Care are committed to providing a range of activities and visits to enrich the learning and development of all of our students, including those with complex special educational needs. Opportunities to participate in the wider community are a core aspect of our students individual learning program.

Teachers carefully risk assess and plan off-site visits to support the educational, independence and social emotional development of our students. Where possible, activities are linked to the learning that is taking place in the classroom, consolidating knowledge and understanding whilst providing opportunities to generalise and apply skills learnt at school and home.

Our own extensive grounds also provide students with the chance to regulate and manage their Sensory systems and emotional development in a safe and supportive environment when needed.

4.14 Support for improving emotional and social development

At Headstart we have a zero-tolerance approach to bullying. We recognise that many of our students have social, emotional, and mental health difficulties which are often communicated through their behavioural responses. Headstart's Behaviour Analyst is highly accomplished and experienced in supporting children and young people with SEND to develop positive socialisation and emotional regulation strategies. Every student at Headstart has a Level One Behaviour Support Plan. The Behaviour Support Plan outlines the child or young person's strengths and possible triggers for behaviours considered not to be pro-social or pro-learning.

All our school and care staff are undertaking or have been trained in the use of Applied Behaviour Analysis (ABA) which recognises every behaviour, both positive and negative, as a form of communication. Our ABA practitioner works closely with our Behaviour Management Team, meeting with them on a weekly basis to reflect on and review strategies in place to support students, analyse incidents of behaviour across the school and update behaviour support plans in a pro-active manner.

Our staff will always seek to understand the function behind a student's behaviour, for example as a means of escape, a way to gain attention, to appropriate a tangible item, or as a result of a Sensory integration difficulty. By carefully analysing the function and possible consequences of our student's behaviour, we are able to gain a deeper understanding of how to guide them in developing positive strategies to communicate their emotions and/or feelings, improving their emotional and social development.

4.15 Working with other agencies

We work closely with all other relevant professional bodies at Headstart to ensure the safety and well-being of all of our students. This includes the Early Help Key Work Service, Social Workers, Child and Adolescent Mental Health Services and Tier 4 Mental Health Services such as the Maudsley Hospital. We also work in partnership with a variety of Virtual Schools for children in care, including East Sussex Virtual School and others throughout the country where students are placed out of their Local Authority.

Headstart have close links with ISEND and our SENDCO works in collaboration with our allocated Assessment and Planning Officers to ensure EHCP Reviews are conducted appropriately. Headstart is also supported by ISEND's Educational Psychology team and has links with a variety of additional agencies and services such as Gendered Intelligence, Egg Tooth and Amaze, the contact details of these organisations are included below.

4.16 Complaints about SEND provision

Complaints and concerns about provision in our school should be made initially to the child/young person's Class Teacher or SENDCO where appropriate, followed by the Headteacher or Deputy Headteacher. Parents and carers can also make a formal complaint via the school's complaints policy should they desire to do so.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

However, it is stressed that we would always wish to discuss any concern or complaint directly with you in the first instance.

4.17 Contact details of support services for parents of pupils with SEND

Single Point of Advice (SPOA) (Includes Children's Services Support & CAMHs)

The **East Sussex Single Point of Advice** (SPoA) is a **triage service** which simplifies the referral process for professionals and families who are concerned about the mental health or emotional wellbeing of a child or young person in East Sussex. The SPoA offers information and signposting to other agencies and support that might be required to help a child, young person or family.

Phone: 01323 464222

Email: 0-19.SPOA@eastsussex.gov.uk

Children's' Community Nursing Team

Conquest Hospital and Eastbourne District General Hospital

Phone: 01414 755255 Ext: 8504

Amaze

Amaze is a charity that gives information, advice and support to families of children and young people with special educational needs and disabilities (SEND) in Brighton & Hove and **Sussex**. We also support young people with SEND up to 25.

Website: amazesussex.org.uk

Helpline: 01273 772289

Email: SENDdiass@amazesussex.org.uk

Aspens

A charity that supports children, young people and adults with a range of disabilities and complex needs, as well as those on the autism spectrum.

Phone: 01892 822 168

Email Support: www.aspens.org.uk/contact

IPSEA

Charity and Independent provider of Special Education Advice

<https://www.ipsea.org.uk/>

Young Minds

Mental Health Support Charity for Children and Young People

Phone: 0808 802 5544

Email Support: www.youngminds.org.uk/contact-us/parents-helpline-enquiries/

Gendered Intelligence

Advice, mentoring and support for young trans people, non-binary and questioning young people aged under 21. Includes support for parents and carers.

Website: www.genderedintelligence.co.uk

Email Support: www.genderedintelligence.co.uk/contact/email

Egg Tooth

East Sussex charity supporting Social, Emotional and Mental Health of children and young people through a variety of therapies. (Including 1:1 therapy for those with SEND)

Website: www.eggtooth.org.uk

Online Referral Form: www.eggtooth.org.uk/booking-form

4.18 Contact information

If your child already attends Headstart and you wish to discuss any aspect of their education, this should initially be raised with their class teacher. Should you need additional information, please arrange an appointment with our school SENDCO, Mrs Roxanne (Roxy) Milner-Brown via telephone, or in person (when COVID restrictions allow) via the email address rbrown@headstartschool.co.uk.

If you would like to apply for a place for your child, and they have already been issued an EHCP, please contact the Local Authority Admissions Team or your child's Assessment and Planning Officer.

Executive Headteacher

Mr. Ross Macdonald rmacdonald@headstartschool.co.uk

Deputy Headteacher and Designated Safeguarding Lead (DSL)

Mrs. Maria Allan mallan@headstartschool.co.uk

Assistant Headteacher, Deputy DSL, Curriculum & Qualifications and Assessment Lead

Mrs. Debbie Hoyland dhoyland@headstartschool.co.uk

Assistant Headteacher, Deputy DSL, Behaviour Lead & Physical Education Lead

Mr. Ryan Alexander ralexander@headstartschool.co.uk

SENDCo, Deputy DSL & Designated Looked After Teacher

Mrs. Roxanne Milner-Brown rbrown@headstartschool.co.uk

Lead Teacher Post-16 Provision and Deputy DSL

Jamie Bargeman jbargeman@headstartschool.co.uk

4.19 The local authority local offer

Our local authority's local offer is published here:

www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/about/

5. Monitoring arrangements

This SEND policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to the following school policies:

- Safeguarding
- Admissions
- Anti-Bullying
- Assessment
- Behaviour
- BTEC Policies and Procedures
- Complaints
- Curriculum
- Exclusion
- Intimate Care
- Positive Handling
- Risk Assessment
- Safeguarding
- Teaching and Learning
- Trips