

Selworthy Special School

Policy for Special Educational Needs and Disability and Information Report

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1. Introduction

Welcome to Selworthy School's Special Educational Needs and Disabilities (SEND) Information Report. This report forms part of Somerset Local Authority's Local Offer and is published in line with the requirements of the Special Educational Needs and Disability Code of Practice (2015).

All governing bodies have a statutory duty to publish information about how they implement their SEND policy for learners with special educational needs and/or disabilities. This report sets out how Selworthy School identifies, assesses and makes provision for learners with SEND, and how we ensure that all learners are able to access a broad and meaningful education.

This report applies to all learners at Selworthy School, including those with Education, Health and Care Plans (EHCPs) and those who are looked after by the local authority. It is reviewed annually and updated more frequently where required, ensuring that information remains accurate and reflects current practice.

In line with our whole-school ethos, this report should be read alongside our SEND policy, accessibility plan, and other key safeguarding and curriculum documents, which together describe our commitment to inclusive education, high-quality provision and preparation for adulthood.

2. Aims

The aims of this SEND information report are to:

- ensure that the school fully meets its statutory duties in relation to the Special Educational Needs and Disability Code of Practice (2015) and associated legislation
- clearly set out how the school identifies, assesses and provides for learners with SEND
- define the roles and responsibilities of all staff in delivering high-quality SEND provision
- ensure that learners with SEND have access to a broad, balanced and ambitious curriculum, and are supported to achieve their individual outcomes and prepare for adulthood
- promote effective partnership working by involving learners and their parents or carers in all decisions about support and provision
- ensure that SEND policy and practice are consistently understood and implemented across the school
- regularly review and evaluate the effectiveness of SEND provision to secure continuous improvement

3. What are special educational needs (SEN)?

A learner has special educational needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made for them.

In line with the SEND Code of Practice (2015), a child or young person has SEND if they:

- have a significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is defined as educational or training provision that is additional to, or different from, that made generally for other learners of the same age.

Learners' needs may change over time, and a learner may require different types or levels of support at different stages in their school life. At Selworthy School, provision is continually reviewed to ensure that it remains responsive to each learner's individual strengths, needs and aspiration.

4. What is disability?

The Equality Act 2010 defines disability as:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

This definition includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Not all learners with a disability will have special educational needs; however, there is a significant overlap between disability and SEN. A learner may therefore be protected under both SEND and disability legislation.



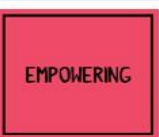



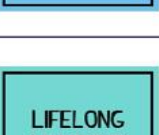
At Selworthy School, we recognise our duty under the Equality Act 2010 to make reasonable adjustments so that learners with disabilities are not placed at a substantial disadvantage. These adjustments may relate to the curriculum, the learning environment, teaching approaches, resources, or access to specialist support, and are made in line with each learner's individual needs.

5. Selworthy Qualities

At Selworthy School, we recognise that no two learners require the same curriculum. Our approach is therefore built on flexibility, ensuring that provision is carefully adapted to meet highly personalised needs, strengths and aspirations.

Preparing learners for life beyond Selworthy is a central priority for our school community. In response to this, independence is embedded as a golden thread running through all aspects of school life, including the curriculum, wider experiences and daily interactions.

We are committed to enabling all learners to develop the knowledge, skills and confidence they need to lead fulfilling lives and participate meaningfully in their communities. This includes a strong focus on communication, autonomy, social understanding and preparation for adulthood, ensuring that each learner is supported to achieve their individual outcomes.

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|  | <p>Our curriculum is taught in a carefully scaffolded and responsive way. Learners are helped to identify their destination and then supported to work towards their individual goals. Staff are well versed in the Selworthy Levels of Support which allow learners to refine a skill and embed what they have learnt.</p> |
|  | <p>Every learner has a carefully tailored curriculum that is aligned to their interests and abilities. This is clearly documented and communicated to families and takes into account what individuals need both within and beyond school.</p> |
|  | <p>Learners are enabled to feel special and celebrated at every opportunity. They are given the power to make choices and influence their life in school. Our rich and diverse curriculum focuses on their personal interests, playfulness and celebration. This fosters their sense of self and the belief that anything is possible.</p> |
|  | <p>All elements of the curriculum are delivered in unique and innovative ways to ensure maximum impact. We utilise every space as a possible learning opportunity. Learners are given regular opportunities to express themselves creatively; particularly through performance and the arts.</p> |
|  | <p>Our curriculum is built in to instigate awe and wonder in our learners on an everyday basis and ignite their interest. Through WOW days/weeks we are able to explore topics further and provide immersive experiences with a specific purpose. Our aim is that learning is always the highlight of every school day for our learners.</p> |
|  | <p>Through celebration of their achievements, learners are instilled with the belief that they can achieve anything. We constantly challenge and support them and their families to strive for their next goal. We explore the world of work through careers education and valid work experience to prepare our learners effectively so they can lead a purposeful and meaningful life beyond Selworthy.</p> |
|  | <p>Independence is the golden thread running through our entire curriculum. Preparing our learners for their future begins at the earliest ages through the development of positive behaviours for learning such as perseverance and resilience. As learners get older we introduce explicit teaching of life skills and greater integration and participation in the local community and access and interaction with a range of positive adult and peer role models.</p> |

6. What is our approach to teaching learners with SEN?

At Selworthy School, we provide a highly personalised and ambitious curriculum designed to meet the individual needs, strengths and aspirations of every learner. We recognise that no two learners are the same and ensure that provision is carefully tailored to support both progress and preparation for adulthood.

Our approach is underpinned by an interactional model of learning, recognising that learning difficulties arise from the dynamic relationship between the learner and their environment. As a result, we focus on identifying and removing barriers to learning through targeted support, thoughtful adaptation and high-quality teaching.

a) High-quality teaching and curriculum adaptation

All learners benefit from high-quality teaching that is:

- carefully differentiated to meet individual needs
- adapted through appropriate use of strategies, resources and environments
- designed to provide suitable challenge and meaningful learning opportunities

Teachers work collaboratively with colleagues and specialists to understand each learner's profile and respond effectively. Teaching is continuously adapted to reflect learners' changing needs and to support progress towards their individual outcomes.

b) A graduated and responsive approach

Support for learners is delivered through a graduated approach, including:

- universal provision through high-quality teaching
- targeted support and interventions
- specialist provision informed by external professionals

Provision is regularly reviewed, and adjustments are made in response to ongoing assessment and evaluation.

c) A focus on strengths, identity and purpose

At Selworthy School, we place equal importance on identifying what learners can do as well as recognising barriers to learning. We aim to:

- develop individual talents and strengths
- support learners' sense of identity and belonging
- enable learners to experience joy, meaning and success in their learning

d) Participation and inclusion

We are committed to participation for all. Learners are supported to access the full life of the school, including:

- curriculum learning
- enrichment activities such as sports, arts and educational visits
- residential experiences and wider opportunities

Reasonable adjustments are made to ensure that all learners can participate meaningfully and successfully.

e) Working in partnership with families

Learners and their families are central to all decision-making. We work in close partnership with parents and carers to:

- share understanding of strengths and needs
- agree appropriate support and provision
- review progress and next steps

f) Quality assurance and professional development

The quality of teaching and provision is regularly monitored through:

- lesson observations and learning walks
- work scrutiny and curriculum review
- ongoing professional development

Staff receive regular training to ensure they are equipped with the knowledge and strategies required to support learners with a wide range of SEND.

g) Multi-disciplinary working

We work closely with a range of external professionals, including:

- educational psychologists
- speech and language therapists
- occupational therapists and physiotherapists
- health and social care services

This ensures that provision is informed by specialist expertise and that learners receive coordinated and effective support.

h) Monitoring progress

Learners' progress is regularly assessed and reviewed. This includes:

- tracking progress towards EHCP outcomes
- ongoing teacher assessment
- review by leaders at all levels

This ensures that provision remains responsive and that all learners continue to make meaningful progress.

7. How do we identify and assess SEND at Selworthy School?

a) Pre-admission and initial identification

Before a learner joins Selworthy School, their profile is carefully reviewed to ensure that their needs can be understood and that the specialist nature of the provision is appropriate.

Initial enquiries may be made by parents or the local authority. As part of this process, the school will gather and review a range of information, which may include:

- Education, Health and Care Plan (EHCP)
- previous school reports
- Educational Psychologist reports
- Speech and Language Therapy reports
- reports from other relevant professionals, including medical practitioners

This information, alongside discussions with parents and carers, enables the school to build a comprehensive understanding of each learner's strengths, needs and prior experiences.

b) Assessment on entry and transition

Following consultation, learners are typically offered transition opportunities. These may include visits or transition days, allowing staff to:

- observe the learner in a range of contexts
- assess communication, interaction and learning needs
- identify strengths, interests and potential barriers

A pre-entry meeting is held with families and professionals to establish priorities and begin planning provision. This ensures a smooth and well-informed transition into school.

c) Ongoing assessment and the graduated approach

Assessment at Selworthy School is an ongoing process. Once a learner is on roll, their needs are identified, monitored and reviewed through a graduated approach:

- **Assess:** gathering information through observation, assessment and professional input
- **Plan:** agreeing appropriate outcomes and provision, including EHCP targets
- **Do:** implementing high-quality teaching, interventions and support
- **Review:** regularly evaluating progress and adapting provision as needed

This cycle is led by class teachers, supported by senior leaders and specialist staff.

d) Working with professionals

Assessment is informed by a multi-disciplinary approach. Staff work closely with a range of professionals, including therapists and educational psychologists, to ensure that provision is appropriately targeted and responsive.

e) Monitoring progress

Learners' progress is reviewed regularly through:

- ongoing teacher assessment
- progress towards EHCP outcomes
- feedback from learners and families
- input from external professionals

Adjustments to provision are made where necessary to ensure that each learner continues to make meaningful progress

8. How do we support learners with SEND and/or disability at Selworthy School?

a) Range of needs supported

Selworthy School supports learners with a wide range of special educational needs and disabilities. These broadly fall within the four areas identified in the SEND Code of Practice:

- **Cognition and learning**, including SpLD (e.g. dyslexia, dyscalculia, dyspraxia), MLD, SLD and PMLD
- **Communication and interaction**, including speech, language and communication needs (SLCN) and autism spectrum condition (ASC)
- **Social, emotional and mental health (SEMH)** needs
- **Sensory and/or physical needs**, including visual, hearing and multi-sensory impairments and physical disabilities

We recognise that many learners present with needs across more than one area.

b) A personalised and multi-disciplinary approach

Provision at Selworthy School is highly personalised. We recognise that learners with similar needs do not require identical approaches, and support is therefore tailored to each individual.

Our approach is multi-disciplinary, with teachers, therapists and specialists working collaboratively to design and deliver integrated provision. This ensures that teaching, therapy and support are aligned and mutually reinforcing.

Staff are trained to understand a wide range of needs and to apply specialist strategies effectively within everyday teaching.

c) Specialist teaching strategies

Staff use a wide range of evidence-informed strategies to remove barriers to learning and support progress. For example:

Communication and interaction

- adapting language (simplifying, modelling and reinforcing key vocabulary)
- pre-teaching vocabulary and concepts
- using visual supports, symbols, objects of reference and signing
- providing opportunities for experiential and real-life learning
- supporting communication through augmentative and alternative communication (AAC), including low-tech to high-tech systems
- explicitly teaching social communication and interaction skills

Supporting learning

- using multi-sensory approaches to teaching and learning
- providing repetition and overlearning where needed
- adapting pace and task design
- supporting memory through structured instruction and scaffolding
- making cross-curricular links to support generalisation

These strategies are embedded across the curriculum and supported through ongoing staff training.

d) Meeting specific needs

Provision is further adapted to respond to specific needs, for example:

- **Autism and sensory differences:** structured environments, visual timetables, sensory regulation support, and explicit teaching of social understanding
- **ADHD:** structured routines, reduced distractions and planned movement breaks

- **Dyslexia and SpLD:** multi-sensory teaching, adapted resources and specialist programmes
- **Dyspraxia and physical needs:** adapted tasks, additional time and support from occupational therapists
- **Hearing and visual impairment:** adapted environments, specialist resources and communication support
- **PMLD:** a highly individualised curriculum focused on sensory engagement and meaningful experiences

These examples are not exhaustive and are adapted to meet individual learner profiles.

e) Promoting inclusion and participation

All learners are supported to participate fully in school life. This includes access to:

- a broad and balanced curriculum
- enrichment opportunities such as sports, arts and educational visits
- residential experiences and wider school activities

Reasonable adjustments are made to ensure that all learners can access these opportunities successfully.

f) Meeting the needs of different groups

The school monitors the progress of different groups of learners (including those defined by socio-economic background, gender and starting points). Where patterns of underachievement are identified, targeted support is put in place to address this promptly.

g) Positive behaviour support

The school adopts a positive and proactive approach to behaviour, recognising that behaviour can be a form of communication.

Support includes:

- individualised positive behaviour support plans
- a whole-school focus on promoting positive relationships and mutual respect
- teaching of social and emotional skills through the curriculum
- therapeutic approaches to support emotional regulation
- staff training in recognised approaches (e.g. "What's the message")

Where behaviours that challenge occur, staff seek to understand underlying needs and respond in a supportive, consistent and structured way. The use of restrictive practices is minimised, monitored and reviewed.

h) Working with external agencies

The school works with a range of external professionals to ensure that learners receive appropriate and specialist support. These may include:

- educational psychologists
- speech and language therapists (including specialist support where required)
- occupational therapists and physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- health and social care professionals

External support is accessed through EHCP provision, referral processes, or commissioned services, depending on need.

i) Reviewing and adapting provision

Provision is regularly reviewed to ensure that it remains effective and responsive. Adjustments are made based on:

- learner progress
- professional input
- feedback from learners and families

Senior leaders coordinate provision across the school and ensure that support is appropriately targeted and continuously improved.

9. Teaching Assistants

Teaching Assistants play a key role in supporting high-quality teaching and learning at Selworthy School. They work alongside teachers to deliver personalised provision that meets the needs of individual learners.

Teaching Assistants:

- support the delivery of lessons planned and led by teachers, ensuring that learning remains appropriately challenging and accessible
- develop a detailed understanding of individual learners' strengths, needs and preferred approaches to learning
- implement targeted support and interventions designed to reduce barriers to learning and promote independence
- contribute to the assessment of progress by providing feedback to teachers on learner engagement, understanding and outcomes
- work collaboratively with teachers and specialist staff to ensure consistency in approaches and strategies across the school

Teaching Assistants are deployed in a way that complements and enhances high-quality teaching, rather than replacing it. Their role is carefully planned to ensure

that all learners are supported to achieve their individual outcomes and develop increasing independence over time.

10. Wider collaboration

Selworthy School recognises the importance of working collaboratively beyond the school to strengthen provision and improve outcomes for learners with SEND.

The school is an active member of **SENse (Special Educational Needs Somerset Expertise)**, a partnership of specialist providers that supports the sharing of expertise, resources and best practice across Somerset. This collaboration enables staff to:

- access specialist training and professional development
- share effective practice with other settings
- contribute to and benefit from system-wide improvement in SEND provision

For further information, please visit: sen-se.org.uk

Through this and other partnerships, the school ensures that its provision remains current, evidence-informed and responsive to the evolving needs of learners.

11. Other opportunities for learning

All learners at Selworthy School are entitled to access a full range of enrichment opportunities, including extra-curricular activities, clubs and educational visits. These experiences form an important part of our curriculum and contribute to learners' personal development, independence and preparation for adulthood.

As a specialist school for learners with cognition and learning needs, we recognise that additional support and adaptation may be required to enable meaningful participation. We therefore make reasonable adjustments to activities, environments and staffing to ensure that all learners can engage safely and successfully.

Participation is carefully planned to reflect each learner's strengths, interests and needs, with a focus on building confidence, communication, social interaction and independence over time.

12. Transitional support: next steps

Selworthy School is committed to preparing learners for their next stage of education, employment and adult life. As a special school with a designation for cognition and learning, transition planning is carefully structured and personalised to ensure that each learner is well supported to move on to an appropriate and meaningful destination.

We work closely with a range of local and regional post-16 and post-19 providers to ensure continuity of provision and a smooth transition. Learners benefit from planned

transition opportunities, which may include extended visits, taster sessions and work experience placements, enabling them to become familiar with new environments and expectations.

Transition planning is rooted in the four key areas of Preparation for Adulthood:

- employment and meaningful activity
- independent living
- community inclusion
- health and wellbeing

These areas are embedded throughout the curriculum and are a central focus of EHCP annual reviews and transition planning processes.

The school also hosts a regular Providers' Marketplace event, where families, learners and members of the local community can meet a range of post-school providers and services. This supports informed decision-making and helps learners and families plan confidently for the future.

We work in partnership with families throughout this process to ensure that learners' aspirations, strengths and needs are fully reflected in their transition pathway.

13. Useful links

The following links provide further information, support and guidance for families and professionals:

Local (Somerset)

- **Somerset SEND Local Offer**
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- **SENDIAS (Somerset SEND Information, Advice and Support Service)**
<https://sendiassomerset.org.uk/>
- **Somerset Parent Carer Forum**
<https://www.somersetparentcarerforum.org.uk/>

Health and wellbeing

- **NHS Children and Young People's Mental Health Services (CAMHS)**
<https://www.nhs.uk/mental-health/children-and-young-adults/>
- **Kooth (online mental health support for young people)**
<https://www.kooth.com/>

Regional and specialist support

- **SENse (Somerset Special Educational Needs Schools and Services)**
<https://www.sen-se.org.uk/>

National guidance and legislation

- **SEND Code of Practice (0–25 years)**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **GOV.UK SEND guidance for parents and carers**
<https://www.gov.uk/children-with-special-educational-needs>
- **Contact (support for families with disabled children)**
<https://contact.org.uk/>