

SEND Code of Practice

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- **The kinds of SEN that are provided for:**

Mild to moderate learning difficulties/disabilities and/or a diagnosis of autism, or some other barriers to learning or employment. Every application is considered independently.

- **Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).**

We exclusively provide for students with established EHCPs and always seek formal consultations for admissions from Local Authority. Each student will have a review of their EHCP at least annually in order to review progress. If required, a review can be called at any time to discuss any difficulties that may be arising.

- **Arrangements for consulting parents of children with SEN and involving them in their child's education.**

We do, of course, prefer to work in partnership with students and their parents/carers to achieve the best outcomes. For some young people who are taking their first steps in preparing for adulthood, we may facilitate discussions between family members in order to help the young person to be the centre of decision making about their future.

- **Arrangements for consulting young people with SEN and involving them in their education.**

As young people attending a college/training environment, our first point of contact is always the student themselves. They are at the centre of their learning programme and, as they prepare for working life, they are expected to take responsibility for themselves.

- **Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.**

EHC Plans are reviewed annually with the student and their family, if they so wish. A review can be requested by any party at any time if there is an issue or difficulty.

- **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.**

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As a vocational training provider for 16 – 25 year olds, the focus for all of Roots and Shoots programmes is to prepare students for adulthood and their move into the workplace, whatever that may look like for each individual.

- **The approach to teaching children and young people with SEN.**

All staff are experienced in teaching and supporting students with learning difficulties and autism.

- **How adaptations are made to the curriculum and the learning environment of children and young people with SEN 107.**

All of our study programmes are presented with a practical, hands-on approach to give real life experience of the vocational area. Class sizes are small and the staff-student ratios are closely monitored in order to meet need and ensure individualised access to learning.

- **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.**

The staff team have expertise in a wide range of educational areas and work together to share knowledge/experience in order to support the students to achieve their goals. As a wider organisation, Roots and Shoots expects commitment to continuous professional development, and includes non-teaching staff in all training opportunities.

- **Evaluating the effectiveness of the provision made for children and young people with SEN.**

Roots and Shoots performs an Annual Self-Assessment Report as per Ofsted requirements.

- **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

All students attending Roots and Shoots have identified SEN/D and therefore are supported to engage with each other. Those who are accessing work experience or Supported Internships are supported by staff to engage with their peers, potential employers and colleagues who may or may not have SEN/D themselves.

- **Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

Communication is fundamental to the learning environment at Roots and Shoots. Supported by Speech & Language Therapists, an Art Therapist and the Operations Manager the whole staff team provides pastoral care and social facilitation throughout the day. Specialist workshops are delivered by specialist staff throughout the year on key topics. Social interactions, such as break times, are facilitated by staff members and negative interactions such as bullying are not tolerated.

- **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

Members of the management team provide a single point of contact to other key professionals and/or family members that are involved in the lives of learners. The EHCP review process includes the views of other professionals, support services and families in meeting the needs of the individual. Roots and Shoots is an established member of the local community and actively engages with a significant number of local authorities as well as other voluntary sector groups.

SEND Code of Practice section 6.79

- **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

Roots and Shoots take any complaints very seriously. Any complaints about SEN provisions at Roots and Shoots should follow the Complaints Procedure policy, which is readily available on our website and physically on the college site.