



# William Henry Smith Foundation

## **SEND Policy**

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### Policy Details

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<b>Status:</b>	<b>Statutory</b>
<b>Frequency of review:</b>	<b>Yearly</b>
<b>Lead member of staff:</b>	<b>Sue Ackroyd</b>
<b>Responsibility of:</b>	<b>Karl Adamski</b>
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## William Henry Smith Foundation: Vision, Mission, and Core Values

This policy is driven by the William Henry Smith Foundation's overarching ethos, ensuring that educational provision is rooted in a holistic and psychologically informed approach.

**Vision** To transform lives, break down barriers, and change the way support is viewed, empowering every individual to reach their fullest potential.

**Mission** To champion a holistic and tailored approach, enriching the lives of young people, their families, our people, and the wider community.

### Core Values

The Foundation's commitment to the holistic needs of young people is guided by the following values:

- **Compassionate Curiosity:** Every person's story is unique, and we take the time to understand it. We do not judge, punish, or discriminate – we ask 'why', digging deeper to uncover the bigger picture. We listen without prejudice and respond with care, fostering safe and nurturing spaces where children, families, and communities feel seen, heard, and supported.
- **Close Collaboration:** We believe it takes a village to raise a child. We adopt a curious yet compassionate approach, building trusting relationships with local authorities, families, pupils, and our people. By understanding backgrounds, behaviours, and lifelong ambitions, we strive to build individualized pathways that are guided, encouraged, and nurtured by specialists.
- **Empowering Community:** We are a thriving village where every voice matters, and everyone is valued. By embracing diversity in all of its forms, we foster an enriching environment where individuals feel seen, heard, and supported around the clock. This sense of belonging is echoed throughout their families and our people too.
- **Visionary Thinking:** We set the highest standards. We lead by example, role modelling behaviours, and nurturing an environment where everyone is empowered to surpass what they thought possible.
- **Unwavering Integrity:** We lead with honesty, purpose, and an unshakeable belief in what we do. We hold ourselves to the highest standards, always keep our word, and work hard to earn trust.

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## 1. School Beliefs

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At William Henry Smith Foundation we believe **all young people regardless of SEND have the right to an outstanding education and the opportunity to achieve their full potential**. In addition to achieving the best possible educational outcomes their education should enable them to:

- Become confident.
- Be able to communicate their own views and needs effectively.
- Be ready to make a successful transition to adulthood (whether this is into employment, further or higher education or training).

- Make a positive contribution to society.

We recognise that whilst young people may experience significant barriers to learning, it is the duty of **all staff members to find ways to overcome these barriers** and enable all young people to make progress. All staff members have **high aspirations and expectations for all young people** and are committed to supporting them to achieve their goals and develop independence.

This policy has been developed in consultation with the Senior Leadership Team and School Governors. It has been shared with parents, carers and families and reflects the SEND Code of Practice 0 – 25 guidance (2014).

This policy should be read in conjunction with the other policy documents referenced throughout including:

- Admissions
- Positive Behaviour and Engagement
- Anti-Bullying
- Managing Medical Conditions of Young people
- Data protection
- Privacy and Confidentiality
- Complaints
- Curriculum Intent

This policy adheres to and reflects the guidelines outlined in the following Acts and reports\*:

- Disability Discrimination and Equality Act
- School Inspection Act
- 'Educational Excellence for all children' DCFS
- School Standards and framework Act
- Human Rights Legislation
- SEND Code of Practice
- SEN and Disability Act
- Every Child Matters
- The Children and Families Bill
- The Children and Families Act
- Aiming High for Disabled Children
- 'Working in partnership with parents/carers' DCFS
- Lamb Inquiry review of SEN
- Education act
- 'A Good Education for All' (Ofsted)

\*and any updated since inspection.

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## 2. Aims

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At the William Henry Smith Foundation, we provide a broad and balanced curriculum. This is achieved by the careful planning of learning opportunities/experiences (activities and lessons) so potential areas of difficulty can be addressed and barriers to student achievement reduced.

The broader aims of this policy are to ensure that:

- race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and, marriage and civil partnership will not constrain any educational entitlement.
- SLT will support all staff in the delivery of educational entitlement.
- Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Assessment and testing will be appropriate to the needs of the learner with clear outcomes. It will be delivered in an environment and in conditions to elicit the best response from the learner.
- The atmosphere in school will promote a **happy, sensitive and secure environment** to ensure the most effective learning.
- **Equality of opportunity will be integral** to the planning of educational provision.
- Parents/carers and families are encouraged to engage in the learning process of their children.
- The views of young people, parents and their families are considered when decisions are made.
- Collaboration with partners in education, health and social care takes place to provide support.
- Young people are prepared appropriately for adulthood.
- Teaching strategies are responsive to different ways of learning.
- It is recognised that achievement can be made by all learners and this is celebrated and recorded.
- A total commitment to the principles of education entitlement is the responsibility of all staff.

### Objectives

1. To recognise, identify and provide for young people who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice.
3. To operate a **whole school approach to the support and education** of young people with special educational needs.
4. To provide support and advice for staff with the implementation of the SEN policy and deployment of SEN resources.

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### 3. Identifying Special Education Needs

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All young people who attend the William Henry Smith Foundation have an Educational Health Care Plan (EHCP) identifying their special educational needs. The SEND Code of Practice defines a young person as having SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to young people of the same age.

The broad areas of need, as identified in the SEND Code of Practice, include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When young people start at William Henry Smith Foundation, assessments are required to capture the full picture across several SEN areas. Various means of assessment, such as observation, questionnaires, Quality of Life (QoL) termly surveys, standardised and bespoke assessments, activity analysis, and cross professional communication, are completed within a 15-week period. These assessments are carried out by the therapy, Occupational Therapy (OT)/Speech and Language Therapy (SaLT) Team, care, and education teams. The assessments help identify the young person's needs and develop effective interventions/strategies to reduce challenges over time.

As a Foundation, we recognise that other barriers to learning in addition to SEN may inhibit progress and we provide support accordingly. These may include: Disability, Attendance and Punctuality, Health and Welfare, English as an Additional Language (EAL), Being in receipt of Pupil Premium, Being a Looked After Child, and Being a child of a Service Employer.

In line with our value of **Compassionate Curiosity**, behaviour is recognised as a response to an **underlying need**. Changes in behaviour or challenging behaviour are identified and monitored through the whole foundation positive behaviour approach, attendance registers, incident reports, and bullying reports. When a young person's behaviour is causing concern, key staff, normally the Learning Mentor Team (LMT) supported by Therapists/Curriculum Leads, analyse the information and meet to determine the causes and identify solutions.

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### 4. Graduated response to SEN provision

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All young people at William Henry Smith Foundation benefit from high quality first teaching from an appropriately qualified teacher, small class sizes, and the additional support of Learning Support Practitioners. This is further supported by speech and language, occupational therapy, psychotherapists, the health team, and appropriately qualified care staff.

All teachers are responsible and accountable for the progress and development of all the young people they teach. Student progress is monitored and challenged through regular good practice/student progress meetings involving the student's teacher, Keyworker, Therapist, OT/SaLT, the Head of Curriculum, the Head of School, and the Head of Education.

If a young person is not making the expected progress for their ability, the Learning Group teacher is responsible for initiating an intervention and monitoring its success and impact, with the support of the LMT, Subject leader, and Education Leads.

The necessary provision is discussed with parents, carers and families, SLT, other key professionals involved, and the Local Authority (if additional funding is needed).

#### Educational Health and Care Plan (EHCP)

The short term outcomes listed in the EHCP form the basis of the school's EHC Review. The Learning Group Teacher works alongside the student's Key Worker, primary Therapist, SaLT, OT, the Health Team, and Family Support to write an integrated review that identifies progress and highlights practice for further development. Young people and their families should be aware of the outcomes and, where appropriate, be involved in setting and monitoring them.

Provision and support needed to meet the short term outcomes should be recorded and progress reviewed regularly (at least once a term) by those identified. The Learning Group teacher is ultimately responsible for ensuring progress is recorded and interventions are ensuring progress, with support from the Learning Mentor Team, OT, SaLT, Psychotherapists, the Health, and Family Teams.

#### Positive Behaviour Support Plans (PBSP)

These plans detail individual triggers and diffusers identified by the young person, their Key Worker, and other supporting staff. The PBSP details good practice for use across the school and highlights the support required in crisis situations.

#### Educational Health and Care Plan Reviews

All EHC plans are reviewed at least annually, and the process is designed to be as person-centred as possible. Young people, Parents/Carers, the Local Authority, school staff, and other key professionals (including Social Workers and health professionals) are invited to attend and provide written contributions.

A report compiled by the foundation, including contributions made by the young person, parents/carers, learning group teacher, and other involved school professionals, is sent out at least two weeks before the meeting. The meetings are chaired by a member of the Senior Leadership Team (SLT) and focus on the young person's progress towards achieving the Long Term Objectives specified in the EHCP. Discussions cover the appropriateness of current provision, future planning, **preparation for adulthood**, and suggested outcomes and targets. When a young person is nearing the end of their education at the school, the annual review will consider good transition planning, including the school's Sixth Form and WHS College.

The EHCP Review report, including agreed short term outcomes for the next 12 months, is sent to everyone invited within two weeks of the meeting.

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## 5. Planned Transition

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In alignment with **Close Collaboration**, when young people are ready to move from William Henry Smith Foundation to an alternative provision, a transition plan is put in place. This plan may involve transitional visits and meetings with staff from the new provision. The plan is individual to the young person's needs and involves close liaison between school staff, the staff at the new provision, parents/carers, the young person, and the Local Authority with responsibility. All relevant information about the achievements and needs of the young person will be passed onto the new provision as soon as possible to aid a smooth transition.

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## 6. Early Transition

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Very occasionally, despite the high level of support and bespoke provision, a young person's high risk behaviour may require an alternative provision. In these situations, close liaison is maintained between parents/carers, the SLT, other key professionals (e.g., Social Workers), and the Local Authority. The school is committed to making any transitions to another establishment as smooth and as positive as possible.

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## 7. Supporting young people and families

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The foundation acknowledges the important role parents and carers have in the education of their children. Close contact is maintained between home and school; Key Workers/LG Teachers, the Family Support Team, and Therapists maintain regular contact, and the Family Support Team and Key Workers make regular visits. The same support is offered regardless of whether young people are residential, part-residential, or non-residents.

In line with our mission to champion a **holistic approach**, Learning Mentor Teams are responsible for meeting the **holistic needs of all young people**, supported by a dynamic and integrated therapy, OT, and SaLT team and Family team.

All new young people follow an induction programme, during which assessment and observations by teachers, therapy, health, and care staff are carried out. This helps determine the level of support and provision required, which may influence a request for **1:1 support** to meet challenging needs and/or to aid transition.

Young people follow externally accredited courses such as GCSE, FS, ELC, and Open Awards where appropriate. Special access arrangements are arranged for external assessment to ensure young people perform at their full potential, which can include:

- Extra time
- Use of a laptop
- Modified language papers
- Reader
- Scribe
- The foundation aims to reduce the anxiety caused by changes in learning group, house, staffing, or movement between establishments by ensuring young people are part of any process,. New young people are provided with induction booklets that include pictures of key staff and rooms. Further support information is available in the **School** SEN report and the Local Offer.

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## 8. Supporting young people at WHSF with medical conditions

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We recognise that young people with medical conditions should be properly supported so that they have **full access to education**, including educational trips and physical activity. The foundation complies with its duties under the Equality Act (2010) and the SEND Code of Practice (2014). The

School Nurse and Assistant oversee the medical support and provision for all young people and organise necessary training and guidance for staff.

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## 9. Monitoring and evaluating SEND

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In line with **Visionary Thinking**, ALL provision throughout the foundation is regularly monitored and evaluated. Ultimate responsibility for making sure the provision is appropriate for the needs of the young person lies with the SLT and department heads.

Monitoring takes place through:

- Learning observations/care monitoring visits
- Good practice/Student progress meetings
- Monitoring of all progress from starting points across academic attainment, behavioural/Social and Life Skills/emotional development
- Review of reading, writing and numeracy
- Monitoring and moderating of teachers planning and marking
- Annual Review process
- Review of Positive Behaviour Support Plans

Young person, parent/carer, and staff views are sought through annual questionnaires, including QoL surveys. Young people also put forward their views and suggestions during **Student Voice**, Learning Group tutor time, house meetings, and meetings with senior leaders. Parents/Carers and young people contribute to the Annual Review process via 'Me, my family and My Quality of Life' and 'Me and My Quality of Life', respectively.

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## 10. Training and Resources

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Since all young people have identified SEN, all staff have expertise in working with young people with special educational needs. In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development, with **Learning being a vital component**.

All teachers, learning support, and care staff undertake induction on taking up a post, which includes information on the school's holistic SEND provision and practice. The school is the lead organisation for Calderdale's Specialist Provision Cluster, providing CPD, behaviour, and SEND surgeries, and bespoke support to over 100 schools. Senior leaders ensure the school is involved in community partnerships, sharing good practice and offering specialist support for mainstream partners.

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## 11. Roles and responsibilities

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All governors are expected to have regard to the SEN Code of Practice and keep up to date with changes relating to SEN provision,. Governors have the opportunity to observe Annual Review meetings or examine foundation paperwork.

The Designated Safeguarding Lead is the Deputy Principal, supported by additional designated safeguarding Deputy officers across education, care, and College. Learning Mentor teams are directly responsible for all young people in their learning groups. The Head of School has responsibility for Pupil Premium/CLA, and the School Nurse and Assistant meet the medical needs of young people.

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## 12. Storing and managing information

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All staff are aware of the highly confidential nature of the information held on young people with SEN. All information is stored in line with the **foundations** policy on Data Protection and Confidentiality policy and GDPR.

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## 13. Reviewing the policy

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This policy will be reviewed annually from the date of writing by the Executive Principal/CEO in conjunction with the Head of School.

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## 14. Accessibility

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The foundation follows the statutory responsibilities placed on it by the DDA (as amended by the SEN and Disability Act 2001) to plan to increase over time the accessibility of schools for disabled young people.

The foundation operates a **whole foundation inclusion ethos regardless of disability**. The curriculum is differentiated to meet the needs of the individual young person. It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that **all young people have full access to the curriculum**. Parents/carers are able to communicate regularly with key members of staff through their preferred method of communication (email, telephone, or face-to-face meetings).

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## 15. Concerns, complaints and resolution

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The foundation has a comprehensive policy and procedure for dealing with concerns and complaints. Young people have an awareness of their specific complaints procedure, which is discussed during student meetings and Key Worker sessions. Young people have direct contact e-mail access to all staff, including the Foundation's Listening Person. The foundation uses debrief after incidents and restorative practices to enable reflection and resolution.

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## 16. Anti-Bullying

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In recognition of the vulnerability of many of our young people, there is a strong emphasis on the prevention of bullying. The **protection and supervision of all young people remains a central focus**, and the foundation operates a **zero tolerance policy**. Any incidents of bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively. Elements of Restorative Practice are utilised to work with the perpetrator and help them recognise the damage caused to a victim. Effective systems exist for children to report bullying.

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## 17. Pedagogy: The trauma-informed approach (driven by compassionate curiosity)

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In line with the Foundation's values, the educational approach prioritises psychological safety. The Foundation is a **psychologically and trauma informed environment**. Young Person's needs are understood through the lens of trauma and neurodivergence, and all staff across the organisation have been trained in trauma informed practice and PACE.

We recognise that young people often have complex needs resulting from social, emotional, and mental health challenges; difficulties with communication and interaction; childhood trauma; and difficulties in family relationships. Subsequently, support and intervention must be **developmentally appropriate** and consider cognitive abilities and early experiences as opposed to being focused upon their chronological age.

The Foundation understands that **behaviour is communicated need** and strives to understand the function, seeking to meet need and work to develop skills systemically.

- Interventions are **bespoke**, evidence-informed, delivered by trained practitioners, and based on quality relationships.
- Developing and maintaining feelings of **safety is fundamental** to trauma informed practice. This safety is achieved through safe consistent relationships, provision of consistent care, daily routine and structure, alongside individually tailored therapeutic support and educational curriculum.