



Adventure Wellbeing School

Special Educational Needs Policy

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Ethos and Principles

At Adventure Wellbeing School, we commit to fostering an inclusive and nurturing environment where every child is empowered to reach their full potential. Our ethos is built on a foundation of respect, compassion, and high aspirations for all pupils, regardless of their individual needs or abilities. Through a holistic approach, we prioritise every child's academic, social, and emotional development, ensuring that they feel valued, supported, and equipped to thrive in their unique journey.

We recognise that each pupil is distinct, with their own strengths, challenges, and aspirations. By implementing personalised strategies and interventions, we empower children to overcome barriers, build resilience, and achieve success in all areas of life. We aim to develop confident, compassionate, and capable individuals who are prepared to contribute meaningfully to their communities and navigate the complexities of the modern world.

Core Principles

At the heart of our school's approach are three guiding principles that shape everything we do:

Providing an Inclusive Curriculum

- We are dedicated to delivering a broad and balanced curriculum that ensures equal access for all pupils, including those with Special Educational Needs and Disabilities (SEND).
- By tailoring our curriculum to meet individual needs, we create opportunities for every child to succeed, fostering a love of learning and a sense of achievement.
- We celebrate diversity, ensuring that all pupils feel represented, respected, and included in every aspect of school life.

Creating a Supportive Environment

- Our school culture is underpinned by understanding and empathy. We approach behavioural challenges with proactive, restorative, and evidence-based interventions, recognising the underlying causes rather than merely addressing symptoms.
- By promoting emotional well-being and a sense of belonging, we enable pupils to feel secure and confident in engaging with their education.
- Pupils are encouraged to express their thoughts and feelings openly, with staff providing guidance and support to help them develop positive coping mechanisms and people skills.

Encouraging Self-Confidence and Resilience

- We equip pupils with the skills and mindset needed to persevere through challenges and setbacks.
- By fostering self-belief and a growth mindset, we empower children to embrace their strengths, recognise their progress, and take pride in their accomplishments.
- Pupils are taught to view mistakes as learning opportunities, building the resilience needed to adapt and succeed in an ever-changing world.

A Holistic Commitment

Adventure Wellbeing Independent School takes a whole-school approach to supporting children's development. Our ethos is reflected not only in our curriculum but also in our daily interactions, policies, and the wider school

environment. By working in close partnership with parents, carers, and external professionals, we ensure that every pupil receives the tailored support they need to thrive academically, socially, and emotionally.

Through this nurturing and inclusive ethos, we aim to create a school community where every child feels valued, capable, and empowered to achieve their full potential.

Introduction

Adventure Wellbeing Independent School is dedicated to upholding the highest standards in supporting pupils with Special Educational Needs and Disabilities (SEND). Our commitment is reflected in our adherence to key statutory frameworks that guide the identification, provision, and monitoring of SEND support. These include:

- **Keeping Children Safe in Education 2026 (KCSIE):** Ensuring safeguarding practices are embedded in all areas of school life, particularly in the context of SEND.
- **Children and Families Act 2014:** Focusing on the rights and support of children with SEND and their families.
- **SEND Code of Practice 2014:** Providing a clear framework for early identification, assessment, and tailored support for pupils with SEND.
- **Independent School Standards (ISS):** Ensuring independent schools' compliance with curriculum, welfare, and pupil development regulations.
- **Equality Act 2010:** Promoting inclusivity and equality for all pupils, eliminating discrimination, and providing reasonable adjustments to meet diverse needs.

This policy outlines the school's robust approach to identifying, supporting, and monitoring pupils with SEND, ensuring compliance with legal requirements while promoting best practices—our approach centres on fostering a supportive, inclusive environment where every child has the opportunity to thrive.

Objectives

The school's objectives underpin our commitment to providing high-quality education and support for pupils with SEND. Key objectives include:

Identifying SEND:

- Ensuring early and accurate identification of SEND through evidence-based monitoring and assessment.
- Providing tailored interventions and support to meet each child's unique needs.

Inclusive Participation:

- Promoting full participation of pupils with SEND in all school activities, including academic, social, and extracurricular opportunities.
- Creating an environment where all pupils feel valued and included.

Effective Communication:

- Maintaining open and transparent communication with parents, carers, and external professionals to ensure collaborative and effective support.
- Encouraging pupil voice by involving children in decisions that affect their education.

Promoting Progress:

- Empowering pupils to achieve their full potential by addressing their academic, social, and emotional needs.
- Celebrating progress and achievements, fostering self-confidence and resilience.

Roles and Responsibilities

Whole School Commitment

At Adventure Wellbeing Independent School, the development, wellbeing, and success of pupils with SEND are the shared responsibility of all staff. Our nurturing ethos is reflected in the following:

- Collaborative planning and teaching practices that prioritise inclusivity.
- Daily interactions that build trust, respect, and understanding.
- A culture of continuous improvement through training and reflection.

SENCO Responsibilities

The Special Educational Needs Coordinator (SENCO) plays a vital role in ensuring that the school meets its statutory obligations and provides high-quality support for pupils with SEND. The SENCO is responsible for:

Monitoring, Supporting, and Evaluating IEPs:

Overseeing the development and implementation of Individual Education Plans (IEPs), ensuring they are personalised, measurable, and effective.

Conducting Initial Assessments:

Performing risk assessments and medical overviews for new pupils to identify their specific needs and inform tailored interventions.

Collaboration with External Professionals:

Liaising with specialists, such as educational psychologists, speech and language therapists, and occupational therapists, to secure additional support and guidance.

Staff Training and Development:

Organising and leading training sessions for staff on SEND-related topics, including emotional development, behavioural strategies, and inclusive teaching practices.

Identification and Assessment of SEND

At Adventure Wellbeing Independent School, the early identification and tailored support of pupils with Special Educational Needs and Disabilities (SEND) are key priorities. Adopting a proactive and collaborative approach ensures that every child receives the interventions and resources needed to succeed academically, socially, and emotionally.

Early Identification

The school is committed to identifying SEND as soon as possible to maximise support effectiveness. Through evidence-based monitoring, staff observe and assess pupils' progress against expected developmental milestones and learning outcomes. This process includes:

- **Regular Classroom Assessments:** Teachers use formative and summative assessments to track pupil progress and identify potential learning gaps or behavioural concerns.
- **Targeted Observations:** Focused observations of a pupil's behaviour, engagement, and interaction in different contexts address specific concerns.
- **Screening Tools and Baseline Assessments:** Standardised assessment tools highlight areas where additional support may be required.

If initial concerns arise, the class teacher collaborates with the SENCO and parents to discuss findings and determine the next steps, including potential interventions or referrals to external professionals.

Individual Education Plans (IEPs)

Individual education plans (IEPs) are created for pupils identified as needing additional or different support. These plans are central to the personalised learning experience at Adventure Wellbeing Independent School and ensure a structured, measurable approach to intervention.

Key Components of an IEP

IEPs are developed collaboratively, involving input from the pupil (where appropriate), parents, teachers, and external specialists. Each plan includes:

- **Short-Term Targets:** Specific, measurable goals tailored to the pupil's unique needs and abilities.
- **Teaching Strategies:** Clear guidance on the approaches and resources to be used in supporting the pupil's learning and development.
- **Provision Plans:** Details of additional support or adjustments, such as one-to-one interventions, small group activities, or specialised equipment.
- **Review Schedule:** IEPs are reviewed termly to evaluate progress, refine targets, and adapt strategies as needed.

During reviews, pupils are encouraged to participate in the process, fostering self-awareness and ownership of their learning journey. Parents and carers are also actively involved, ensuring that their insights and aspirations for their child are considered.

Annual Reviews for EHCPs

For pupils with Education, Health, and Care Plans (EHCPs), annual reviews are conducted to ensure that the provisions outlined in the plan remain relevant and effective. The SENCO leads this process, which includes:

- **Evaluation of Progress:** Reviewing the pupil's achievements in relation to the outcomes specified in the EHCP.
- **Stakeholder Collaboration:** Engaging with parents, carers, external professionals, and, where appropriate, the pupil to gather feedback and make informed decisions about necessary adjustments.
- **Recommendations for Updates:** Proposing changes to the EHCP where required, based on evolving needs or new assessments.
- **Submission to Local Authorities:** Providing a comprehensive report to the relevant Local Authority to fulfil statutory requirements under the **Children and Families Act 2014**.

Advanced planning is conducted for transition periods, such as moving to secondary school, ensuring continuity of support and a smooth progression for the pupil.

Identification and Assessment of SEND

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Facilities and External Support Services

Adventure Wellbeing School provides an environment that is both accessible and equipped to meet the diverse needs of its pupils. Our facilities and partnerships with external services ensure that pupils receive holistic academic, social, and emotional support.

Facilities

- **Accessibility Features:** The school is equipped with wheelchair access and a disabled toilet, ensuring that all pupils, regardless of physical ability, can comfortably and safely access the school environment.
- **Specialist Spaces:** Additional facilities may include sensory rooms, quiet zones, or therapy spaces designed to support the specific needs of pupils with SEND.

External Support Services

Collaboration with external professionals is a cornerstone of our approach to providing comprehensive support. These partnerships include:

- **Physiotherapists and Occupational Therapists (OTs):** To support pupils with physical or developmental challenges through targeted therapies.
- **Mental Health Professionals:** To provide counselling, emotional support, and mental health interventions tailored to the needs of individual pupils.
- **Educational Psychologists:** To contribute to assessments, recommendations, and learning and behaviour management strategies.

The SENCO coordinates these services closely with the Senior Leadership Team (SLT), ensuring they align with each pupil's Individual Education Plan (IEP) and Education, Health, and Care Plan (EHCP).

Role of Parents and Carers

Parents and carers are integral partners in their children's education and development. Adventure Wellbeing Independent School prioritises building strong, collaborative relationships with families to ensure the best outcomes for pupils.

How We Support Parents and Carers

- **Open Communication:** Parents receive regular updates on their child's progress through meetings, reports, and informal communications.
- **Active Involvement in IEPs and EHCPs:** Parents are invited to contribute to creating and reviewing their child's IEP and EHCP. Their input ensures that plans are tailored to reflect the family's insights and aspirations for their child.
- **Accessible Staff:** The school maintains an open-door policy, encouraging parents to reach out with any questions or concerns about their child's education and well-being.

By fostering a strong partnership with parents and carers, the school ensures pupils benefit from a consistent support system at school and home.

Monitoring, Evaluating, and Reviewing

Adventure Wellbeing Independent School implements a structured system for monitoring and evaluating the effectiveness of its SEND policies and practices. This ensures compliance with statutory requirements and continuous improvement in service delivery.

Policy Reviews

- Conducted annually to ensure alignment with statutory frameworks such as Keeping Children Safe in Education (KCSIE), the SEND Code of Practice, and the Independent School Standards (ISS).
- Feedback from stakeholders, including staff, parents, and external professionals, informs policy updates.

IEPs and IBPs

- Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are reviewed termly or more frequently if necessary to ensure they effectively address pupils' evolving needs.
- Reviews involve input from pupils, parents, and any external professionals working with the child.

EHCPs

- Education, Health, and Care Plans (EHCPs) are reviewed annually in accordance with the statutory requirements under the Children and Families Act 2014.
- The review process includes a detailed evaluation of the pupil's progress, the effectiveness of support, and any recommended changes. Reports are submitted to the Local Authority, ensuring compliance with legal obligations.

Supporting Transitions

Transitions are a pivotal stage in a pupil's educational journey, particularly for those with Special Educational Needs and Disabilities (SEND). At Adventure Wellbeing School, we are committed to ensuring that these transitions are as smooth and supportive as possible.

Transition to Secondary Education

- **Early Planning:** Transition planning begins early, typically in Year 5, to allow sufficient time for preparation and collaboration.
- **SENCO Coordination:** The SENCO takes the lead in liaising with secondary schools to share essential information and ensure continuity of support. This includes:
 - Sharing detailed records, including Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs).
 - Highlighting successful strategies and interventions that have supported the pupil's progress.
- **Pupil Visits:** Pupils are given opportunities to visit their future school to familiarise themselves with the environment, staff, and routines, reducing anxiety and building confidence.
- **Parent Involvement:** Parents actively participate in the transition process, ensuring their insights and concerns are considered.

By fostering strong partnerships with secondary schools, parents, and pupils, Adventure Wellbeing School ensures that transitions are managed with care, supporting each child's continued success.

Adventure Wellbeing Independent School is unwavering in its dedication to providing a safe, inclusive, and nurturing environment where every pupil is empowered to achieve their full potential. Our commitment to continuous improvement drives us to adopt best practices, adhere to statutory guidance, and collaborate with parents, carers, and external professionals to deliver the highest standards of education and care.

By fostering a culture of respect, resilience, and inclusion, we aim to set the benchmark for excellence in SEND education. We equip our pupils with the skills, confidence, and opportunities they need to thrive both within and beyond the school community. Together, we strive to make every pupil's journey a successful and enriching experience.

Appendices

Appendix A: Legislation and Guidance

- [Keeping children safe in education - GOV.UK](#)
- [SEND Code of Practice 2014](#)
- Equality Act 2010