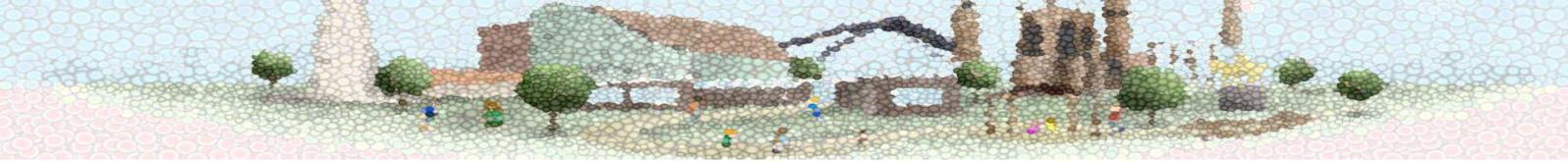


Sherbourne Fields School

SEND Policy 2025

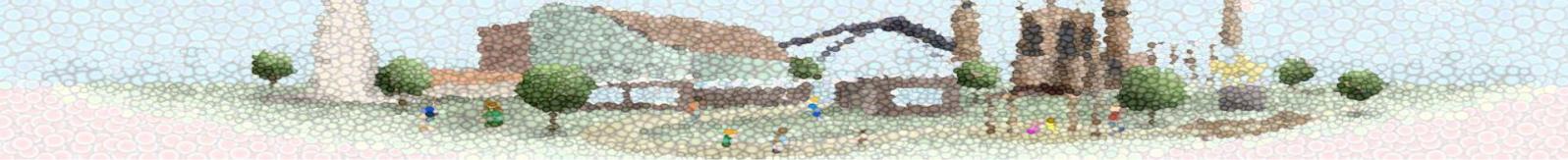


Sherbourne
Fields
School



Sherbourne Fields is an outstanding broad-spectrum special school for students aged 4-19.

Date of Last Review:	September 2025
Reviewed by:	Claire Antrobus & Sara Nelmes
Agreed by Governors:	Autumn 2025
Shared with all Staff:	Autumn term 2025
Frequency of Review:	Annually
Date of Next Review:	October 2026
Head Teacher:	Shivaun Duffy (Head Teacher)
Named Governor for SEN:	Amanda Crilly / Jayne Garner



AIMS

Our aim is to ensure

- That all students are encouraged, valued and accepted equally
- That all students have a positive self-image and a sense of self-worth.
- That all students have access to the curriculum to which they are entitled
- That the culture, practice, management and deployment of resources are designed to meet the needs of all students.
- That the special educational needs of each student are identified, assessed, provided for and reviewed regularly in line with the guidance provided in the SEND Code of Practice, 2014.
- That every teacher is an effective teacher of students with Special Educational Needs.

And

- To acknowledge the valuable contributions made by students and their parents/carers.
- There are clearly identified expectations and roles for all our partners.

PRINCIPLES

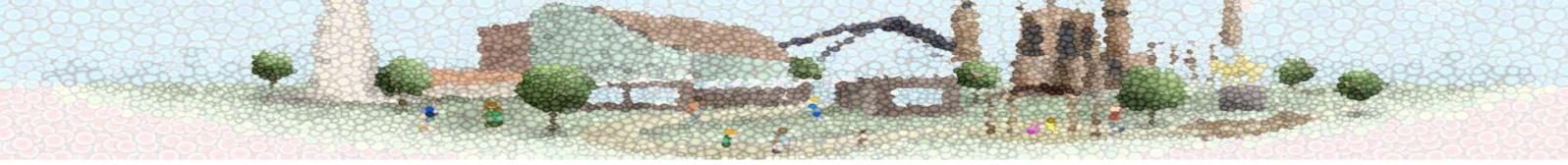
We acknowledge and ensure that

- Current statutory legislation is implemented.
- The views of students are sought and their views considered using a range of methods appropriate to their needs.
- Parents/carer's have a vital role to play in supporting their child's education.

OUTCOMES

Our overall outcome is for Sherbourne Field's students to achieve beyond their full potential in a supportive environment that prepares them well for adult life, enabling them 'to be the best they can be'.

We also ensure that all students' progress and social/emotional needs are carefully



monitored and individualised interventions are provided in accordance with the SEND code of practice.

All students have an EHCP which reflects their current needs.

All students have a Student Information File which summarises their EHCP.

1 termly target (Social Development) will be the focus for each term alongside reviewing the outcomes for Maths and English. These are reviewed termly during Learning Conversations with parents/carers.

Parents/carers, students and external agencies are consulted with and where necessary additional support is provided.

Success is monitored by analysing data and implementing specific interventions as required.

ROLES AND RESPONSIBILITIES

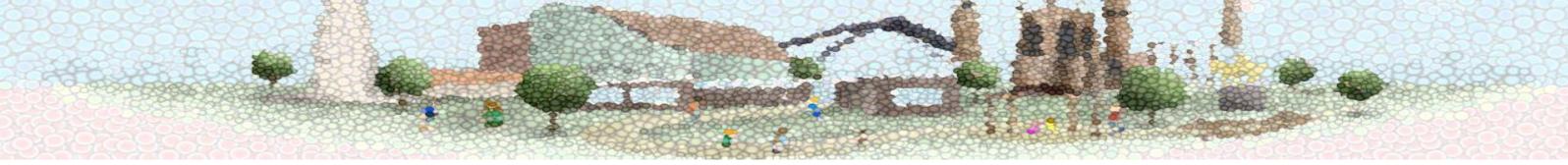
Governing body

The governors, including the SEND Governor, will acknowledge the requirements stated in section 1.21 of the Code of Practice ensuring that:

- The policy for SEND will be reviewed annually and that an annual report to parents/carers will include outcomes and impact.
- Teachers are made aware of the importance of understanding the range of SEND needs and make proper provision using efficient and effective teaching methods/resources.
- All children with SEND receive access to an appropriately differentiated, broad and balanced curriculum.
- Gather evidence from OFSTED inspection reports and use them to inform future school development.
- Approve the School Development Plan.

DEPUTY HEADS

- Monitoring and implementation of the policy
- Monitoring day to day procedures
- Monitoring individualised programmes/interventions
- Advising and supporting staff
- Maintaining an up to date register of SEND needs and provision
- Providing information for the Head Teacher and the governors as requires

- 
- Advising on staff training needs and resourcing

TEACHERS

All teaching staff will:

- Plan, monitor and teach an accessible and effective curriculum
- Manage classroom support ensuring effective impact.
- Contribute effectively to the annual review /EHCP/ILP process.

PROFESSIONAL DEVELOPMENT

All staff are given the opportunity to enhance their knowledge and skills of special needs through continued professional development. All staff are trained in basic Team-Teach positive handling techniques to promote the confidence and safety of the children and the adults who work with them.

In-service training for staff is highly valued at Sherbourne Field enabling all staff to be equipped with the knowledge, skills and strategies to support the needs of our children and young people. These training opportunities may include:

- Staff to attend a range of local and national courses, including internal / external moderation.
- School inset and weekly focused sessions - training on range of SEND.
- Induction programme and peer mentoring for Early Careers Teachers qualified teachers and staff new to the school.
- Manual Handling
- Sensory Curriculum
- Introduction to ASC
- HI
- VI
- Role of the OT
- Whole School Phonics Approach (PPSEN)
- Engagement Model
- Lego Therapy
- RSE / Jigsaw
- Introduction to Thrive
- AAC and Communication

THE ROLE OF PARENTS/ CARERS AND THE STUDENTS

Parents/Carers

The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents/carers are treated as partners and supported to play an active and valued role in their children's education.

Parents/carers will be supported and empowered to:

- Have knowledge of their child's entitlement within the SEND Framework
- Ensure an awareness of the SEND Information, Advice and Support Service as required
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision
- Have an understanding of the curriculum at Sherbourne Fields

[SEND Information, Advice and Support Service \(IASS\) – Coventry City Council](#)

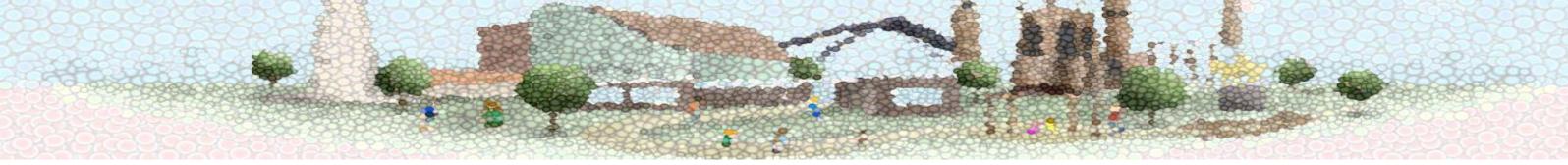


Students

The students often have a unique knowledge of their own needs and their views about what help they would like. They are encouraged to participate in the decision-making processes and contribute to the assessment of their needs. Pupils here at Sherbourne Fields are supported using a number of communication methods.

PARTNERSHIP

Regular contact is maintained with external agencies particularly for children and young people who have safeguarding concerns and for those who have been referred to CAMHS/CCLDT.



ADMISSIONS PROCEDURE

- Admission is based on the needs of the individual student and may take place at any point in the year. All students at the school will have an education, health and care plan (EHCP).
- All referrals for the placement are discussed with and decided by the Local Authority.
- Transition arrangements for Key Stage 2 students are carefully planned in conjunction with feeder primary schools and the Local authority.
- Transition arrangements for EYs students are carefully planned in conjunction with Nursery settings, parents and external support agencies e.g. Early Help and the Local authority.
- Primary transfers outside of typical transition years are planned carefully with feeder primary schools and the Assistant Heads within Sherbourne Fields.

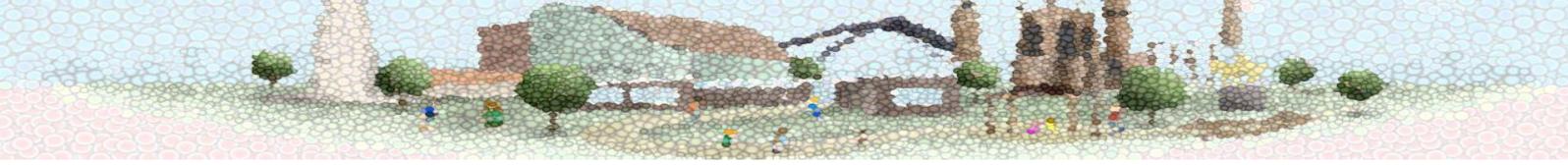
Transition reviews, for students aged 16-19 (or early if appropriate), will be held annually to plan for the most appropriate post-19 placement. These will be led and supported by appropriate staff, outside agencies and Carol Lucas (Family and Transition Advisor) and Callum Donovan (EHCP Coordinator)

MEDICAL CONDITIONS

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

COMPLAINTS

Where concerns arise, parents/carers should make an appointment to see the Head Teacher or Deputy Heads. If parents/carers wish to take a complaint further they may do so by following the complaints policy. (on the website)



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014)

Signed:

Jayne Garner – Chair of Governors

Shivaun Duffy – Head Teacher

Date for review: **October 2025**