

SEND Policy

2025/2026

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

Date of Approval:	September 2025
Approved by:	LAB
Date of next Review:	September 2026



Consilium
Evolve

Enriching Lives, Inspiring Ambitions

Values & Ethos

To create a happy, secure and stimulating learning environment in which all members of the academy can grow in confidence and develop their full potential.

Consilium Evolve is a 48-place specialist SEMH provision and the Process of application to attend Evolve is managed through the local authority and Together for Children.

Evolve works with secondary aged students who have Social, Emotional and Mental Health needs, specifically, emotionally based school avoidance. Because of this, all students are identified as being on the SEND register as either "School Support" or with an "Educational and Health Care Plan." Our students are identified also as having less than 50% attendance and working with either CYPS or CAMHS.

Due to their SEMH needs, Evolve students have missed a lot of time in school, and may have additional needs such as:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Cross new threshold and contribute to the wider community

Staff at Evolve work closely with the students and their families to help meet the needs of students so that they can make good progress in their learning. At Consilium Evolve we will strive to:-

- Provide a secure and stimulating environment that is conducive to all children having the opportunity to reach their full potential;
- Have regard and respect for the experiences, knowledge and cultural diversity that every child brings to school. To use this as a foundation for improving standards;
- Value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image;
- Provide a supportive culture in which all staff are encouraged to extend, develop and share their expertise;
- Ensure that issues of equal opportunities are considered in all our work;
- Provide a curriculum based on the National Curriculum that is broad, balanced, relevant, progressive and appropriately differentiated;
- Offer all children equal access to the curriculum and school life, where individual differences are appreciated, celebrated, understood and accepted;
- Encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community;
- Recognise that children are constantly developing and ensure that the curriculum offered to them is appropriate to that development;
- Encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others.

Mission Statement

Consilium Evolve's Aims are:

- To value and recognise the uniqueness and achievement of every member of our school family.
- To promote our school values attitudes of Excellence, Character, Community and Communication
- To nurture and support all abilities, helping every child to achieve his/her potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural.
- To ensure excellence in teaching and learning within a high quality learning environment, through leadership and within all aspects of school life.
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide the full breadth of the National Curriculum with emphasis on the basic skills of English, mathematics, science and computing.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.
- To develop sensitivity to individual needs and climate of nurture and support in which self- confidence and self-esteem can grow.

Consilium Evolve offers additional support in:-

- Progress in cognition and learning
- Development of social and emotional regulation
- Support with mental health difficulties and resilience building
- Development of communication and prosocial interaction

Definitions

Section 20 in the Children and Parents Act 2014 states that defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her or;

- Has a significantly greater difficulty in learning than the majority of others of the same age;
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Educational Provision

All pupils at Consilium Evolve have an SEN support need. The entry requirements to ensure a place are that a pupil has less than 50% attendance in school and is working with a Mental Health specialist such as CAMHS or CYPS. Due to high absences from school this often means that at there are students who arrive to us undiagnosed, only increasing levels of anxiety. Related to anxiety, other contributing neuro-diverse conditions are also prevalent at Evolve, such as:

- Autistic spectrum disorder
- Moderate learning difficulties
- Social, emotional and mental health difficulties

We believe that the physical environment is important in setting the climate for learning. Consilium Evolve was fully refurbished in 2022 and provides a calm and safe environment in which children can thrive.

A range of specialist facilities are offered:-

- Small class sizes with high adult: pupil ratio.
- Staff that are experienced and skilled in working with children with a range of SEN difficulties.
- Access to a broad and balanced curriculum appropriate to the needs and abilities of the children.
- School organisation offering a consistent and structured environment promoting the development of appropriate and acceptable behaviours.
- Development of positive relationship with health and 1:1 sessions with the Mental Health lead.
- Support from CAMHS or CYPS

National Curriculum

- Pupils access a broad and balanced curriculum that is differentiated to meet their needs.
- Pupils have access to a range of resources to support their learning and enable progression.
- A range of teaching styles are incorporated to engage all pupils.
- Pupils are encouraged to become independent learners.
- Praise and encouragement are implemented to develop enthusiasm and instil determination.
- Achievements and successes are celebrated throughout the school community:

Resources

We accept a variety of means of recording and providing specific aids to learning. We assess written material for suitability of reading level and provide differentiated learning resources as necessary. We organise our classrooms to ensure access to resources is appropriate to all pupils' needs.

The academy recognises the need to provide the maximum amount of assistance to pupils with special educational needs given budgetary limitations. Learning Support assistants or Therapeutic leads are provided in each class and individual teachers undertake to deploy any such assistance in the most beneficial way. We aim to remain as flexible as possible in meeting the differing needs of the pupils and use assistants in the most appropriate way.

Equal Opportunities

Consilium Evolve supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Educational Health Care Plans (EHCP)

An educational health care plan is reviewed annually. A review can be called by the home school, parent or LEA. Some weeks are needed to allow reports to be compiled so the academy sets a date of the review and requests parental/pupil views and a report from the class teacher.

A representative of the LEA will be invited if it is anticipated that a change of provision may be sought. If re-integration might be an option, a representative from the appropriate school will be invited.

An educational psychologist may attend if a report has been sought. Similarly, a representative from Health or CAMHS will attend if there has been a referral to the SENCO.

The outcome of the review meeting will be sent with all the papers to the Special Needs Section at the LEA.

Parent and Pupil Views

One of the underlying principles in the New Code of Practice 2015 was to involve children, parents and young people in decision making and greater choice thereby giving young people and parents over their support.

Consilium Evolve recognises the importance of effective communication between staff and parents. Our students are directly asked to decide activities of our Fit-to-Learn program and they also contribute school wide in deciding Crew Days. We also have a Student Voice committee who meet with an assigned member of staff to discuss all aspects of school life. We also encourage any students, parents and carers to join us on one of our Community Days that are held through the school year.

Complaints

All parents or carers are entitled to see the special needs policy on request. Should any parent be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Crew Lead and SENCO. They can then be referred to the Deputy Head Teacher or Headteacher so that the situation can be investigated and if necessary improved.

Any complaints made from parents/carers of pupils concerning the provision made within the Academy are dealt with under the procedures of the Academy's complaints policy.

Transition

We work with the pupil's home school, parents and carers to structure and arrange an appropriate transition back to mainstream school when the pupil is ready to do so. This takes place when a student's attendance, engagement and emotional preparedness are at the stage where a return to mainstream school would be successful.

Roles and Responsibilities

The SENCO is Ms Alex Douglas. Responsibilities include:

- Working with the Headteacher and Senior Leadership Team in the co-ordination of SEN throughout the academy.
- The operation of the SEN policy and the co-ordination of specific provision made to individual pupils.
- Providing guidance to teaching and support staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Monitoring and arranging annual Educational Health Care Plan reviews and working alongside the LA SEN case worker.
- Gathering pupil views and parental/carer views to inform EHCPs.
- Invite external agencies to attend EHCPs and provide reports to inform EHCPs.
- Liaising with external agencies and working collaboratively to provide a link between these agencies, class teachers and parents/carers.
- Liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements