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Education

SEND POLICY

Special Educational Needs and Disability (SEND) Policy: The Ferry Centre

Operated by: Projection Education

Location: Felixstowe, Suffolk

Status: Independent Special School (SEMH)

Pupil Capacity: 16 (Key Stages 1–3)

1. Introduction

The Ferry Centre is a specialist education provision for pupils who cannot access mainstream education due to challenges associated with their Special Educational Needs and Disabilities (SEND) and Social, Emotional, and Mental Health (SEMH) needs.

Many of our pupils have experienced turbulent educational histories. We cater to a diverse range of neurodiverse profiles and diagnoses, including:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD) and FASD
- Adverse Childhood Experiences (ACEs)
- Specific Learning Difficulties (SpLD).

Our team of qualified teachers and teaching assistants is committed to providing a stimulating, inclusive, and safe environment where diversity is celebrated and "life skills" are integrated into a fun, engaging curriculum.

2. Inclusion Statement

We strive for maximum inclusion by meeting individual needs through Quality First Teaching that is adapted and personalised. The Proprietary body ensures that appropriate resources are allocated so all pupils can access a broad and balanced curriculum.

Our Core Objectives:

- Achieve high academic and personal attainment for all 16 pupils.
- Identify and assess changing needs as early as possible.
- Work in partnership with parents, carers, and Local Authorities (LAs) to ensure transparent resourcing.
- Ensure all staff possess the high-level expertise required to meet complex SEMH needs.

3. Management and Governance of SEND

At The Ferry Centre, SEND management is integrated at every level of leadership, from the classroom to the board.

- **The SEN advisor:** We have a designated Specific SEN advisor who provides independent oversight and challenge. They meet regularly with the Head of SEND to monitor the effectiveness of our provision, ensure statutory compliance, and report directly to the Proprietary Body.
- **Head of Education:** Holds overall responsibility for the quality of education and strategic direction.
- **Head of SEND:** Manages the day-to-day SEND provision, oversees EHCP records, and provides specialist advice to the teaching team.
- **All Staff:** Responsible for implementing the "Assess, Plan, Do, Review" cycle and personalising the curriculum for every child.

4. Identification and Assessment

We categorise needs into the four primary areas defined by the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health (SEMH)
4. Sensory and/or Physical

We also assess the "Whole Child," considering factors like attendance, health, English as an Additional Language (EAL), and status (LAC/Pupil Premium). We use termly tracking data, reading ages, and teacher/parent concerns to monitor progress and identify evolving needs.

5. Curriculum Access and Provision

To ensure intimacy and safety, classes at The Ferry Centre are small, on average between 4-6 pupils.

Range of Provision includes:

- Small group withdrawal with a Learning Mentor or Teaching Assistant.
- 1:1 SEMH programmes built directly into the weekly timetable.
- Specialist equipment and tactile/kinaesthetic learning materials.
- Access to Educational Psychology and Speech and Language Therapy.
- Homework and learning support clubs tailored to individual anxiety levels.

EAL We recognise that navigating a school environment with English as an Additional Language (EAL) can significantly intensify the social and emotional anxieties often experienced by pupils with SEMH needs. To support these learners, our therapeutic and academic staff utilise a dual-focused approach that reduces language barriers while protecting emotional well-being. We implement immersive, visually supported learning environments using structured communication aids (such as visual timetables), scaffolded language frameworks, and targeted pre-teaching of vocabulary. Furthermore, we actively collaborate with families and external translators to ensure that language differences are never mistaken for behavioral or cognitive deficits, creating a culturally inclusive space where pupils feel safe, understood, and emotionally regulated as they acquire English language proficiency.

6. Monitoring and Record Keeping

Progress is measured not just by academic narrowing of gaps, but by improvements in self-help, social skills, and behavioral self-regulation.

The Pupil Profile includes:

- The pupil's own perception of their difficulties and ambitions.
- Information from health, social services, and previous placements.
- **Individual Education Support Plans (IESP):** These set out targets "additional to and different from" the standard curriculum.
- **Action Plans:** Short-term and long-term targets, including success and exit criteria, reviewed three times per year with parents and pupils.

7. Statutory Assessment and EHCPs

Nearly all pupils at The Ferry Centre arrive with an Education, Health and Care Plan (EHCP).

- **Annual Reviews:** The Head of SEND organises these yearly to assess progress against EHCP objectives.
- **Request for Statutory Assessment:** If a pupil arrives without a plan or their needs change significantly, the school will gather the necessary evidence (medical history, NC levels, specialist reports) to request an assessment from the LA.
- **Transition:** At Key Stage transitions (e.g., moving to KS4 elsewhere), we invite receiving schools/colleges to the Annual Review to ensure a seamless move.

For each pupil with an Education, Health and Care Plan (EHCP), the Head of SEND will ensure that the provision specified in Section F is translated into an individual provision plan. This plan will clearly outline the support to be delivered, the staff responsible for implementation, the frequency of provision, the intended outcomes, and the arrangements for monitoring and review. Progress towards achieving EHCP outcomes will be evaluated on a termly basis through the school's graduated approach and will be formally reviewed annually as part of the statutory EHCP Annual Review process, ensuring that provision remains effective, appropriate, and responsive to the pupil's evolving needs. Where the school considers that a pupil's needs have changed significantly, or that the provision in the EHCP may no longer be accurate, the Head of SEND will notify the placing local authority and request an interim review where appropriate.

8. Special Provision and Environment

Given our SEMH focus, we provide specific environmental adaptations:

- Sensory rooms and de-escalation spaces.
- Dark tents and adjustable lighting to support sensory processing.
- Alternative or augmented forms of communication.

9. Home / School Partnership

We believe in working *with* parents and pupils, not just *for* them.

- **Parents:** Kept informed of all decisions; we provide communication aids where necessary to ensure they can participate fully.

- **Pupils:** Invited to state their views in reviews, set their own targets, and work with named "trusted adults" to evaluate their own progress.

10. Staff Development (INSET)

To maintain high standards, all staff undergo regular professional development. This is delivered by the SLT and supported by the wider Projection Education network and external specialist providers.

Review: This policy is a "living document" and undergoes a thorough annual review by the SEN advisor, the Proprietary body, and the Head of Education to ensure it remains compliant with the latest SEND Code of Practice.