

Organisation:	Elevated Minds CIC
School:	Elevated Futures
Approved by:	Doreen Sinclair-McCollin, CEO
Date approved:	August 2025
Next review due:	August 2026

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1. Statement of Intent

At Elevated Futures Educational Provision, we believe that every pupil has unique strengths and the capacity to achieve. This policy outlines our commitment to providing an ambitious, high-quality, and strengths-based education for all pupils, including those with Special Educational Needs and Disabilities (SEND).

We reject a deficit model of provision. Instead, our entire educational model is built upon the Dynamic Development Plan (DDP). The DDP is the primary vehicle through which we identify, assess, and provide for the needs of every pupil.

This policy ensures that "every teacher is a teacher of SEND" and that all staff, from Senior Leaders and SENCos to TAs and Therapists, share a common language and framework to support our pupils.

2. Legal Framework and Compliance

This policy gives due regard to all relevant legislation and statutory guidance, including:

- **The Children and Families Act 2014** (Part 3)
- **The SEND Code of Practice: 0 to 25 years** (Statutory guidance, 2015)
- **The Equality Act 2010**
- **The Education (Independent School Standards) Regulations 2014**
- **Keeping Children Safe in Education** (Statutory guidance)
- **Mental Health and Behaviour in Schools** (Non-statutory guidance)

3. Aims and Principles (The DDP Philosophy)

Our SEND provision is built on the core principles of the Dynamic Development Plan (DDP):

- **Champion Strengths:** To use a pupil's "superpowers" and interests (as outlined in *Autism a Superpower*) as the access point for learning and skill development.
- **Empower Pupils:** To ensure all pupils with SEND understand their own learning profile, can advocate for their needs, and are central partners in their own education.
- **Ensure Co-Production:** To work in genuine partnership with parents, carers, and pupils, ensuring the DDP is a "living document" that is co-created and co-owned.
- **Be Holistic:** To recognise that academic, social, emotional, and therapeutic goals are inextricably linked.
- **Remove Barriers:** To make reasonable adjustments and use the DDP framework to ensure all pupils have full access to our ambitious curriculum.
- **Promote Independence:** To ensure our provision is focused on equipping pupils with the skills, accreditations, and resilience needed for a successful transition to post-16 education, employment, or training.

4. Definition and Identification of SEND

Definition: A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is provision that is *different from* or *additional to* that normally available to pupils of the same age.

Identification: We identify needs through a holistic DDP-led process, not by labels. All pupils are supported through the DDP, but we recognise that some pupils will require a more intensive level of support.

We use the four broad areas of need from the SEND Code of Practice to inform our DDP analysis:

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

We identify pupils who may require SEND support through:

- Information from previous schools, parents/carers, and external professionals.
- Ongoing formative assessment by all staff (Teachers, TAs, HLTAs).
- Data analysis and tracking of progress (academic and personal).
- Direct observation and DDP-led conversations that identify barriers to learning.

5. The DDP as our Graduated Approach

The SEND Code of Practice (2015) mandates a "Graduated Approach" of **Assess, Plan, Do, Review**.

At Elevated Futures, our **Dynamic Development Plan (DDP)** is our Graduated Approach. It provides the single, unified structure for all stakeholders (SENcos, TAs, Therapists) to follow this statutory cycle.

- **ASSESS (Identify Strengths & Gaps):**
 - This is the initial "strengths-based blueprint" phase of the DDP.
 - The SENCo, alongside teachers and therapists, gathers information, observations, and assessment data to understand the *function* of a pupil's behaviour and their specific barriers to learning.
 - This is a dynamic, ongoing assessment, not a single event.
- **PLAN (Co-produce the DDP):**

- This is the "planning" phase of the DDP.
- The SENCo, pupil, and parents/carers co-produce the DDP document.
- We set ambitious, clear, and strengths-based targets that integrate academic, personal, and therapeutic goals.
- All staff (Teachers, TAs) are made aware of the DDP and the specific strategies required.
- **DO (Implement the DDP):**
 - This is the "implementation" phase.
 - All staff are responsible for delivering the DDP strategies in their day-to-day practice.
 - This is where **TAs and HLTAs** are critical, working under the direction of the Teacher/SENCo to deliver targeted interventions and co-regulation support as outlined in the DDP.
 - **Therapeutic Professionals** (e.g., SaLT, OT) work with staff to ensure their specialist goals are embedded within the DDP and delivered throughout the curriculum.
- **REVIEW (Evaluate the DDP):**
 - The DDP is a "living document," not a laminated file.
 - It is reviewed formally (at least termly) by the SENCo, pupil, and parents to evaluate the impact of the provision.
 - We ask: "Is the plan working?" "What are the pupil's new strengths?" "What is our next step?"
 - This review directly informs the next cycle.

For pupils with an **Education, Health and Care Plan (EHCP)**, the DDP serves as the primary tool for implementing and tracking progress towards the outcomes specified in their plan. The statutory Annual Review of the EHCP will be informed by the DDP.

6. Roles and Responsibilities

- **The Proprietor:** Has overall responsibility for ensuring the provision is compliant and that the SENCo has the resources to fulfil their role.
- **The Headteacher:** Has ultimate responsibility for the implementation of this policy and for ensuring all pupils with SEND make ambitious progress.
- **The SENCo (Special Educational Needs Coordinator):**

- Leads the day-to-day operation of this policy.
- Coordinates all provision for pupils with SEND.
- Leads the DDP process across the school.
- Provides professional guidance and training to all staff (Teachers, TAs, HLTAs).
- Liaises with parents, carers, and all external agencies (e.g., Local Authority, CAMHS, SaLT, OTs).
- **Teachers / Lecturers:**
 - Are directly responsible for the progress and development of *all* pupils in their class, including those with SEND.
 - Work with the SENCo, TAs, and Therapists to implement the DDP strategies in their lessons.
- **TAs / HLTAs / Learning Support:**
 - Are a vital part of the DDP "Do" stage.
 - Implement DDP-led interventions and support under the guidance of the Teacher and SENCo.
 - Provide crucial feedback for the "Review" stage.
- **Therapeutic Professionals (e.g., EP, SaLT, OT):**
 - Inform DDP assessments with their specialist expertise.
 - Provide strategies and goals that are *embedded* within the DDP, ensuring a unified approach.

7. Working in Partnership (Co-Production)

- **With Pupils and Parents/Carers:** We are committed to the principle of co-production as mandated by the Children and Families Act 2014. Pupils and parents are central to the DDP "Assess, Plan, Review" cycle.
- **With External Agencies:** The SENCo will manage referrals and liaise with external agencies (e.g., Local Authority SEND teams, health services, social care) to ensure a multi-agency approach is coordinated through the DDP.

8. Admissions and the Local Offer

- **Admissions:** Elevated Futures is a specialist provision. We are committed to fair and non-discriminatory admissions, in line with the Equality Act 2010. Pupils are admitted via consultation, and we will review all documentation (including EHCPs) to ensure we can meet the pupil's needs through our DDP-led model.
- **The Local Offer:** We will publish a clear "SEND Information Report" on our website and contribute fully to the Local Authority's "Local Offer," which details the provision available in the area.

9. Monitoring, Evaluation, and Impact

The impact of this policy is monitored by the SLT and Proprietor through:

- Termly analysis of pupil progress data (academic, personal, and therapeutic goals from the DDP).
- Review of attendance and engagement data.
- Regular policy reviews and quality assurance of DDP implementation.
- Analysis of post-16 destinations (our key metric for success).

10. Handling Complaints

We are committed to resolving concerns at the earliest possible stage through DDP-led, restorative dialogue. Any formal complaints regarding SEND provision will be handled in line with the school's Complaints Policy.

11. Policy Review

This policy will be reviewed annually by the SENCo and SLT to ensure it remains compliant and effective.

Approval Sign-Off

Name	Position	Signature	Date