

# SEND Policy

## Aspire Learning



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| <b>Reviewed by:</b> | Peter Collins SENCo | <b>Date:</b> September 2023 |
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| <b>Approved by:</b> | MD Education Services | <b>Date:</b> September 2023 |
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| <b>Next review due by:</b> | August 2024 |
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| <b>Policy ref:</b> OPED 25 |
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| <b>Version:</b> 3 |
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## 1. Aims

Our aim is to ensure that our pupils reach their full potential in education and personal development by receiving the highest standards of teaching and care. We believe that all children and young people are entitled to an education and care that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into their adult lives

All children and young people should have access to high quality education and care based on a need-led assessment.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Roles and responsibilities

### 3.1 As a school, we will:

- Provide a caring, respectful, and nurturing environment in which everybody feels safe and able to learn.
- Ensure the children and young person's views are listened to.
- Ensure equality of opportunity for each pupil.
- Foster dignity, self-respect, and independence.
- Recognise and seek to maximise each child/young person's potential.
- Ensure the school is well managed with staff committed to achieving high standards for each child and young person.
- Ensure that the school is appropriately set up to meet the needs of the children and young people within the setting.
- Offer a broad, balanced, relevant curriculum in a stimulating and exciting learning environment.
- Work in partnership with parents, carers, authorities, and other outside agencies to ensure children and young people are given the greatest opportunity to succeed.
- Monitor attainment and progress and ensure that parents/carers and funding bodies have appropriate, relevant information.

- Provide an assessment of the individual special educational needs within the setting of the within the first twelve weeks of a placement.
- Ensure a member of staff acts as SENCO within the school to co-ordinate statutory processes and provide advice and support for staff in school.
- Ensure all staff have an understanding of the range of SEN difficulties experienced by the pupils as part of their induction.
- Provide further in-depth training for highly specialist needs as appropriate.
- Identify areas of need and implement appropriate provision, activities, and curriculum to support those needs.
- Provide therapeutic interventions in line with identified needs on the Education, Health, and Care Plan and/or initial assessment.
- Evaluate the provision to identify any specific arrangements / resources for cohort groups (e.g.: ASD.)
- Plan an individualised, needs-led transition into the setting.
- Raise awareness with children and young people of equality, diversity, and the impact of their specific needs
- Provide opportunities for children and young people to generalise skills learnt in one setting/lesson to other situations/settings.
- Ensure all transitions both internal and external are managed effectively and specifically planned to meet the needs of the individual

### **3.2 The SENCO**

The SENCO will:

- Work with the headteacher, if the headteacher is not the SENCO, and directors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **3.3 Directors**

Directors will:

- Help to raise awareness of SEN issues in meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the proprietorial board on this
- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school

### **3.4 The headteacher (if not the SENCO)**

The headteacher will:

- Work with staff and directors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **3.5 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with staff to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **4. SEN information**

### **4.1 The kinds of SEN that are provided for**

Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Moderate learning difficulties

### **4.2 Assessing SEN pupils needs**

When a referral is received the initial needs are gathered through reading the EHCP and accompanying paperwork, liaising with other professionals as required, as well as meeting with the young person and their family, both on a school visit and subsequent home visit.

During the young person's initial 12 weeks at the school there will be baseline assessments carried out, which could include numeracy, literacy and wider curriculum needs, so that the school can gather fresh data on what level the young person is working at and staff will be informed to make sure work is tailored accordingly. They will also have therapeutic assessments where needed, following which therapeutic supports are put in place.

If a young person is receiving any therapeutic support, needs would also be shared with relevant staff to ensure appropriate training is given, or strategies are provided to make sure the young person is best supported throughout the school day.

Every year there is an annual review held, which both the parents/carers and SEN Officer are invited to and any other key professionals. At this annual review, the progress of the young person is discussed as well as anything further that may need to be put in place. There is also an EHCP Review meeting that takes place in this annual review meeting at every key-stage transition period.

On top of this there are learning walks done throughout the term to monitor our teachers and teaching practices to ensure that we are providing the pupils with the best education we can.

The pastoral team provide pastoral support to the pupils and families and attend any additional meetings, where needed. They will also be the first point of call to address and support young people with anxieties and mental health needs.

### **4.3 Consulting and involving pupils and parents**

We place a great deal of importance on communicating effectively with all parents and carers as we appreciate that the majority of our young people arrive and leave school by taxi. Therefore, we have dedicated staff to help ensure excellent standards of communication with parents. All parents will receive regular phone calls or emails home or will use a home/school diary, depending on which format best suits the needs of the parents. We ensure that communication includes lots of positives and isn't just done if there has been a difficult day.

Parents are also invited to attend annual reviews. There are also termly reports sent home on progress and targets. A parents' evening will take place at least once a year and this will be an opportunity to meet teachers and discuss pupils' progress and successes. Parents may also be invited to school for special assemblies, celebrations or events. Parents are always welcome to ring in to speak to the headteacher or to arrange a meeting to come into the school.

#### **4.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **4.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will give our pupils lots of opportunities to experience career options. They will attend careers fairs, work experience placements, and speak to careers advisors. They will also learn how to write job applications and practice interview techniques. We will also support them with liaising with Post 16 Colleges to help them find the best courses for them to do when they leave us. We aim to provide all of our young people with the confidence and skills to be able to go on and live independent and fulfilled lives and careers.

#### **4.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to all pupils. This will be differentiated for individual pupils.

We will also provide the following interventions, where appropriate:

- Mentoring
- Speech and language therapy
- Occupational therapy
- Bereavement therapy
- Counselling

#### **4.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### 4.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 or 2:1 basis when it is agreed by the funding authority, parents/carers, and the school, that this additional support would remove any additional barriers to learning.

#### 4.9 Expertise and training of staff

All staff who work with young people receive training in providing a therapeutic model of support, safeguarding, positive behaviour support, first aid, mental health support for young people to name a few. Additional training is sought, where required to meet a child or young person's needs.

#### 4.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by senior leaders
- Holding annual reviews for pupils with EHC plans

#### 4.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5. Monitoring arrangements

This policy and information report will be reviewed by the headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the managing director.

### 6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions